

SOME PHASES OF REIMBURSABLE PART-TIME
DISTRIBUTIVE OCCUPATIONAL EDUCATION
IN KANSAS WITH SOME SPECIAL STUDY
OF THE SALINA PROGRAM

by

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INTRODUCTION

The Historical Background

Reimbursable part-time distributive occupational education¹, also known as distributive occupations education², and commonly known as and called D-E in Kansas schools is of comparatively recent origin in Kansas when referred to by any of these specific titles. The subject is the same regardless of the title used, and the terms are used interchangeably. The purposes, aims, and the objectives are not new since a type of vocational education in distributive education was carried on for several years before the Congress of the United States passed the George-Dean Act in 1936. This act provided for further development of vocational education in the states of the United States and the territories of her possessions.

Distributive occupation education is simply a new name for a very old practice. Some means of training the young or inexperienced worker has been used from the time man began the process of exchanging goods through the process of barter and has continued to the complex merchandizing practices of today. The earliest form of training was that of apprenticeship. We read in Genesis that Jacob served an apprenticeship

¹ This title is used in the State Plan of the Kansas State Board for Vocational Education.

² This title is used in the George-Barden Act, officially the Vocational Education Act of 1946.

of fourteen years, learning the arts of Laban, before he was rewarded with Rachel to be his wife.³ The book of Jewish civil and canonical law, the Talmud, stated that "He who does not teach his son a trade, prepares him to be a robber as it is your duty to teach your son the subject of law, teach him a trade".⁴

Consequently, the Jewish boy went to school in the synagogue in the morning to learn the law from the Rabbis, and in the afternoon he worked with his father learning a trade. From the Bible we learn that Jesus did just that; he learned the trade of a carpenter from Joseph, his father.

In the medioeval period of European history during the height of the craft guild, a workman had to pass through a period of training known as apprenticeship. While still a boy, he was taken into the family of a member of the guild; he slept in his master's house, ate at his table and was treated as something between a servant and a son of the family. The apprentice was not paid in wages, but he was supplied with food and clothing and was taught the "mysteries" of the trade in return for the work he did.⁵ Training through some form of apprenticeship continues in many trades even now. Since the ancient and medieval artisan not only produced, but also sold his own products, the ancient and medieval apprentice

³ Holy Bible, Genesis 29.

⁴ Co-ordinators' Manual for Part-time Occupational Education : State Board for Vocational Education, Kansas, P. 3.

⁵ World History in the Making, McKinley, Howland, Dann. (New York : American Book Company, 1937). P. 429.

must also have received training in the simple art of retail selling. Apprenticeship education on a large scale was formerly recognized and revived by the State of New York in 1929 by providing for an apprenticeship committee composed of representatives of manufacturers, labor, and the school whose function was to develop guiding principles for this type of education.⁶

Kansas has long been interested in vocational education. Prior to the passage of the Smith-Hughes Act in 1917 the many forms of vocational education showed three distinct trends.⁷

1. General vocational education was required of all to give a broad foundation of general occupational information and understanding of vocational demands.
2. Specialized vocational training was given to elective groups along the broad lines of the leading occupations.
3. Technical vocational training was intended to give the student the understanding, the skill, and the habit reactions necessary to enter some special work.

Out of these various types developed the reimbursable part-time distributive occupational education of our curriculum. In the present study no attempt has been made to follow the evolution from these early types to our present day reimbursable part-time distributive occupational education. Only the immediate background of reimbursable part-time distributive occupational education was the object of this research.

The real co-operative movement, as it is known today, was started late in the nineteenth century. Schools in general were criticized for their lack of practical training, especially

⁶ Educational Experiments in Industry, Nathaniel Peffer. (New York : McMillan Company, 1932). P. 152.

⁷ Some Practical Aspects of Vocational Education, Walter R. Smith. Teaching 1:15, April 1, 1915.

professional schools. In 1906, under the direction of Professor Schneider, the University of Cincinnati adopted a co-operative plan whereby engineering students could spend part time studying the theoretical side of engineering in school and part time in industry securing practical experience. Within a quarter of a century, over twenty other universities had adopted some similar plan.⁸

No such plan was yet used in the secondary schools. Private business colleges initiated a movement for pre-employment training for less than college grade. The first co-operative plan in secondary schools was started in 1908 at Fitchbury, Massachusetts, in the field of industrial education.⁹ In the field of co-operative retail selling the private school again gave impetus to the program. In 1905 in Boston, Mrs. Lucinda Prince established the Prince School of Education for Store Service in an attempt to train sales people in co-operation with Boston merchants.¹⁰ In 1912, a co-operative retailing class became a part of the curriculum of the Boston Public High School.¹¹

The principal commercial classes in secondary schools at the time of the Smith-Hughes Act in 1917 were typing, stenography, and bookkeeping. Although an effort was made to provide for commercial education in the Smith-Hughes Act, it was finally

⁸ Co-ordinators' Manual for Part-Time Occupational Education : State Board for Part-Time Occupational Education, Kansas. P. 3.

⁹ Ibid. P. 3.

¹⁰ Ibid. P. 3.

¹¹ Ibid. P. 3.

omitted because it was felt that this field had been adequately taken care of in secondary schools. However, immediately thereafter the Federal Board for Vocational Education provided for reimbursement of part-time commercial education for workers over fourteen years of age through use of trade and industrial funds. This policy was further expanded in 1933 when the Federal Board for Vocational Education made available funds for co-operative part-time instructions for youth employed in many varied occupations. Although these funds came from Trade and Industry funds, they marked the beginning of distributive education classes. Thus it is that, although the Smith-Hughes Act did not specifically provide funds for co-operative retail selling classes, the Federal Board for Vocational Education, by its liberal interpretation of terms, made such classes possible if the State plan made provision for such courses. Such classes did not develop rapidly under the Smith-Hughes Act for several reasons:

1. Federal funds were not made available for reimbursement of qualified local supervisors and teacher-trainers;
2. Qualified and trained teachers were not available;
3. Public school administrators were not enthusiastic for the program.

Congress passed the George-Dean Act in 1936. This act made specific provision for federal aid to distributive education classes. The George-Dean Act also completed the cycle of worker education and illustrated how vocational education has met changing needs. Vocational education first trained in agriculture for producers of raw commodities; it trained in the

trades and industries for the processor of commodities; it provided distributive education for the distributors of manufactured goods; it provided home economics for the consumer of those goods.

A greater extension of part-time occupational education was made possible by the George-Barden Act of 1947 which provided more funds for both distributive education and for trade and industry education.

Statement of the Problem

The problem presented by this study is divided into several areas: first, to assemble briefly and present the historical facts pertaining to reimbursable part-time education in Kansas; second, to present some of the present practices and results of reimbursable part-time distributive occupational education in Kansas; third, to follow up with a study of a representative group of graduates of D-E from Salina Senior High School, Salina, Kansas; fourth, to give some guidance implications gleaned for this study; fifth, to present possible relationship between reimbursable part-time distributive occupational education and the Life Adjustment Education program.

Scope and Delimitation

This study was limited to the reimbursable part-time occupational education programs in the public schools of Kansas especially stressing the program in Salina, Kansas. Through the historical background, an attempt was made to show the natural and logical development of our present programs in Kansas schools of today.

Definition of Terms Used

Distributive Occupations. Any type of a job which involves actual contact with buyers and sellers in the movement of goods from the producer to the ultimate consumer.

Distributive Occupations Education. A vocational training program which provides a directed type of training for occupations in retail, wholesale, and service trade fields. It not only provides training for the selling jobs connected with the movement of goods to the ultimate consumer, but also provides training for individuals who are selling services or ideas to the public. The total distributive occupations education program includes evening classes and part-time classes.¹²

Reimbursable. The term is used to indicate that Federal and State funds which are made available to local boards of education to pay part of the costs of vocational classes where the required provision of the Federal vocational laws are met and complied with in the organization and operation of vocational classes in reimbursable part-time distributive occupations

¹² The Development of Reimbursable Part-Time Distributive Occupational Education in Kansas, Calvin M. Penecost, P. 5.

education.¹³

Reimbursable Part-Time Distributive Occupational Education.

A program of work and instruction where the student spends at least two class periods in classroom instruction each day and at least an equal amount of time on the job in actual employment of an employer downtown. These classes were conducted under the supervision of the Kansas State Board for Vocational Education and the local school board. These classes could be organized under any one of three plans:

1. A plan that covers two school years with an average of at least one regular class period a day devoted to vocational instruction;
2. A plan which covers one school year with two class periods a day devoted to vocational instruction;
3. One school year with one class period a day devoted to vocational instruction provided at least two units of related commercial vocational subjects, such as salesmanship, business arithmetic, business economics, retail bookkeeping or other related subjects have been completed under a vocationally competent instructor.

The terms part-time distributive occupational education, as used in the State Plan of Kansas, and distributive occupations education, as used in the George-Barden Act, and D-E or distributive education, as used in Salina practice, are used interchangeably in these writings.

Training Program. The term applied to the course of study and instruction given in school to the part-time distributive occupational student and the actual employment in an occupation

¹³ Ibid., p. 6.

which provided supervision by a trained co-ordinator in conjunction with his employer. Program and training program are used as synonymous terms in these writings.

Area School is a school organized for the purpose of training teachers and co-ordinators for part-time distributive occupational education programs.¹⁴

Distributive Education Clubs. Groups of D-E students organized for the purpose of providing extra class and social activity for these students and for promotion of the professional development of D-E. These Clubs are local, state, and national in scope.

Co-ordinator. The person, usually the teacher of a D-E class, who supervises the student on the job, confers with the employer, and brings complementary results from class work and job training and makes the program one complete whole.

Sources of Information

Information for this study were gathered from the following sources:

1. Copies of Annual Descriptive Report to the United States Office of Education for the years, 1941-1951.
2. Approved Claims File, Trade and Industrial Education and Distributive Education Divisions, Kansas State Board for Vocational Education, Topeka, Kansas.
3. Co-ordinator's Annual Descriptive Reports to the state Supervisor for the years, 1942-1952, inclusive.

¹⁴ Ibid., P. 4.

4. Co-operative Part-Time News Section of the Kansas Vocational Newsletter for the years, 1943-1952, inclusive.
5. Articles in Kansas Teacher, Industrial Arts and Vocational Education and The Bulletin of the National Association of Secondary-School Principals.
6. Official publications and bulletins of the Educational Planning Commission of the Kansas State Teachers Association on the Life Adjustment Program.
7. Bullotins and publications of the State Board for Vocational Education.
8. Other bulletins on life adjustment, vocational education and guidance.
9. Books on distributive education, life adjustment, vocational education and guidance.
10. The personal files of Mrs. Eula Walker, Salina Co-ordinator.
11. Personal interviews with and letters from co-ordinators and administrators of Kansas schools having the program; also a survey sheet covering Kansas practices.
12. Personal interviews with and letters from employers of Salina D-E students.
13. A follow-up survey blank from a representative group of Salina D-E students.

Previous Studies

So far as the author knows, no previous studies of this exact type have been made in Kansas. At least one study of the development of reimbursable part-time Distributive Occupational Education in Kansas has been made. This study, however, did not present much of the data necessary to completely develop the problem of this thesis.

AIMS AND OBJECTIVES OF REIMBURSABLE PART-TIME DISTRIBUTIVE EDUCATION

One of the fundamental purposes of all education is to prepare the youth of our land to be able to assume his social, political, and economic responsibilities in our complex modern society of which he is already a part. Our new role as leader of the world makes this task even more imperative. How well education has achieved this goal has been seriously questioned by many educational leaders of our day. Our continuing curriculum changes and revisions indicate that the needs of society are fluid and that education is attempting to meet these changing needs of society.

The introduction of a work experience program into our school curriculum is but another evidence of changing needs of society and the attempt of education to meet the need. In her annual Descriptive Report to the State supervision, Mrs. Eula Walker, Salina, Kansas, Co-ordinator states, "the controlling objective of Distributive Education is to fit the individual for effective work, and to help him find a place for himself in the occupational field of a social and economic world".

Curtis E. Warren, Superintendent of the San Francisco Unified School District, stated in 1943 that a successful work experience had become a vital part of the educational program of youth and should be characterized by a practical activity in the distribution of goods and services.¹ Philadelphia in-

¹ Curtis E. Warren. "A Work-Experience Program for Youth". The Bulletin of the National Association of Secondary School Principals, 27:69. November, 1943.

augurated a work experience program in its schools the same year, 1943.²

In our early economy the same individual or company produced and distributed all or most of its products. Today, mass production and specialization have produced an economy where one group produces the goods and leaves to another the enormous task of distribution. The result of this is an imperative demand for a school product that is trained in the problems of distribution.

A. L. Walker, supervisor of Business Education in Virginia, stated in an article written for the November, 1949, issue of The Bulletin of the National Association of Secondary-School Principals that the school curriculum must be based on the value it renders to boys and girls in making them better adjusted citizens---intellectually, aesthetically, emotionally, vocationally, and in civic pride and patriotism.

A study of the annual descriptive reports of co-ordinators leads to the conclusion that the primary object of the distributive education is a program to assist the student in solving two of his biggest problems---how to earn a living, and how to make a place for himself in the world of work, this is done by:³

1. Developing an attitude of pride and interest in the work he does and toward the goods he sells.

² John E. Mason and Bruce L. Le SeSuer. "A Word-Experience Program". Ibid., November, 1944.

³ Kansas Co-ordinator's Manual, 1949.

2. Developing an appreciation, pride and loyalty toward the firm or individual for whom he works.
3. Understanding the distribution system of which he is a part and a realization that his part, though it may be small, is important and necessary to the success of the American way of life.
4. Developing ability to meet people in a pleasing and easy manner.
5. Developing a knowledge of people; how to get along with others; how to be a team and make friends for the employer.
6. Learning that to be successful in business he needs to develop his social abilities.
7. Accepting responsibility for his acts and actions. (This your author feels is the essence of successful citizenship.)

A study of these aims of Co-ordinators led to the conclusion that they are not unmindful of the fact that, of the ultimate cost to the consumer of goods, fifty-nine cents of the consumer's dollar in 1946 went to cover the cost of distribution.⁴

This did not necessarily mean that our system of distribution is inefficient, but it does mean that increased efficiency through properly trained personnel should result in lessening the cost of distribution ultimate resultant saving to the consumer. This does not mean that reimbursable part-time distributive occupational education is a panacea for all social and economic ills, but it is believed that an adequate program of distributive education will result in significant benefits to producers distributive workers, the

⁴ Charles H. Gevin, *Distributive Cost Analysis*, Economic Series No. 50 (Washington: U. S. Department of Commerce, Bureau of Foreign and Domestic Commerce, 1946) PP, V. 1.

owners of distributive businesses, and to consumers.⁵

An important objective of distributive education as stated by Banks was to promote the general welfare of both the producer and consumer by helping the distributive worker to give better service. He further stated that this objective provided the broad social and economic justification for instruction in public schools of workers in the distributive occupations.⁶

The Kansas State Board of Education in its plan for cooperation with the United States Office of Education in the administration of Vocational Education in Kansas stated that part-time distributive occupational training shall . . . insure a complete plan of instruction which will provide not only initial employment assets but which will enable the student workers to keep pace with changing conditions and eventually advance in the occupation. It should prepare for all aspects of life and the adjustments required of self-directing citizens in our modern state of society.

Thus, it is seen that the aims and objectives of reimbursable part-time distributive occupational education are, broadly stated, social, political, and economic in scope. Social in that it seeks to provide the necessary training and learning situations for the proper attitudes, appreciation,

⁵ B. Frank Kysler, Organization and Administrator, Distributive Education, Misc. 2046 (Mimeo) (Washington: U. S. Office of Education, not dated) PP. 2-4.

⁶ Murry Banks. "Fundamental Objectives of Vocational Distributive Education". Industrial Arts and Vocational Education. 34:250, June, 1945.

and understanding of self and others that he may make the needed adjustments in his total life situation. Political in that it promotes the general welfare of the community, gives an understanding of necessary relationships of all classes, teaches loyalty to the American way and provides adequate opportunity to assume and discharge the duties and responsibilities of a citizen. Economic in that it increases the efficiency of the worker, reduces the rate of turnover of distributive workers, reduces the cost of distribution, thus lessening the final cost to the consumer, and develops in the distributive worker skills and knowledge needed by him to maintain a satisfactory standard of living.

The Census Bureau for business for 1948 showed that a total of 87,154 individuals were employed in retail trade; 22,780 individuals were employed in the wholesale trade; and 20,229 individuals were employed in selected service trades such as hotels, tourist camps, filling stations, automobile repairs, amusements, and other business services. The sales and receipts for these businesses amounted to \$3,848,466,000.

According to the definition of the United States Office of Education, the job in which the individual is engaged is the determining factor in classifying a job as distributive or non-distributive. The sales clerk, who has contact with the consumer, is engaged in a distributive occupation. Office clerks in retail business, whose sole business it is to keep records, and others who do not have contact with purchasers and consumers therefore are not engaged in a distributive

occupation.

Fuller⁷ in his survey of five selected towns in Kansas of a population of less than five thousand concluded that these towns could not support a distributive education program. Pentecost⁸ in his study cited this fact, but he neither concurred nor differed with this conclusion. He only stated that there were thirty-five cities in Kansas with a population of over five thousand in 1948 and that these thirty-five cities had 48 percent of the total sales receipts of the state and employed approximately 62 percent of the total employers in retail, wholesale, and selected service trades. The author of this study, in a survey of Kansas towns having a distributive sales program, found at least one town of about two thousand five hundred persons where a successful program had been carried on the past three years and was being carried on at this time. C. D. Doan, the principal, stated that, although it was primarily a distributive education class, they had a few students who were in purely non-distributive commercial positions. He stated that they had fourteen persons on the program---evenly divided as to boys and girls, and that his only difficulty was in getting enough students to supply the demands of the employers. Plainville expected to continue

⁷ Everett W. Fuller. "An Evaluation of Potential Training Stations for Occupational Part-Time Business Training Programs in Selected Kansas Towns of Less Than Five Thousand Population". Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas.

⁸ Calvin M. Pentecost. "The Development of Reimbursable Part-Time Distributive Occupational Education in Kansas". Unpublished Master's Thesis, Kansas State Teachers College, Emporia, Kansas.

the program and to further expand it. The principal was enthusiastic about the type of program they had in their school and felt it would be successful in towns of that size and even smaller towns.

In Burlingame, another Kansas town of about three thousand, the superintendent stated that they had a very successful program similar to the one in Plainville. Burlingame discontinued the program in 1953 because Mr. McAdoo, their co-ordinator became the superintendent of schools, and he feared the administrative duties and the duties of co-ordinator would be too onerous. They expected to re-establish the program in 1954. Emporia, a town of some 16,000 persons, had much the same program as Plainville and Burlingame. Emporia had a very active D-E Club which had served as host for the State Convention for the D-E Clubs of Kansas for several years including the meeting for the school year, 1952-53.

There was, however, another successful program of reimbursable part-time distributive occupational education in Kansas in a town of less than five thousand population, at Goodland, Kansas. This program had been in successful operation two years and they expected to continue it.

The evidence therefore does not conclusively support the deduction that a reimbursable part-time program could not be supported in a town of less than five thousand population. On the other hand, probably not every town of such population can support a program. If, however, a town wishes to introduce the program into its schools it is well to consider the

type program that fits its needs.

PRESENTATION OF DATA

To understand the development of reimbursable part-time distributive education in Kansas, it is perhaps necessary to consider certain developments under the Smith-Hughes Act prior to the George-Dean Act of 1936. As pointed out in a previous chapter, the Smith-Hughes Act did not specifically provide for distributive education as such, but certain interpretations and practices under the act focused the attention on the need for such a program and culminated in the passage by the United States Congress of the George-Dean Act which did provide for reimbursable part-time distributive occupational education.

The purpose of this chapter is to:

1. Show the beginnings of the distributive program in Kansas under the Smith-Hughes Act and follow its development under the George-Dean Act and the George-Barden Act;
2. To touch briefly on the area school;
3. To mention briefly the history, purpose and effect of D-E Clubs in Kansas;
4. To discuss some present practices in Kansas;
5. To give some attention to distributive education in Salina High School, and a survey or follow-up of representative graduates of D-E classes from Salina, with some attention to the attitude toward the program of Salina businessmen who have employed those students.

Development Under the Smith-Hughes Act

As previously pointed out, the Smith-Hughes Act, passed February 23, 1917, did not specifically provide for distributive occupational education. Rather it was an act to promote vocational education and co-operation with the states in the furtherance of education in agriculture, trades, and industries. It further provided for co-operation with the states in the preparation of teachers of these subjects. The act appropriated money and established regulations to govern its expenditures.¹ The recognition by Congress of the needs for vocational and agricultural training and the aid it extended soon prompted agitation by the commercial occupations for similar federal aid. The Federal Board for Vocational Education rendered an interpretation of section eleven of the Smith-Hughes Act which allowed funds for instruction of those already employed in many commercial fields as stenography, advanced bookkeeping, elementary accounting, retail selling, billing, office machines, shipping clerk work, messenger service, time clerk work, cost clerk work, and all courses of training for special store or office positions. As stated by Hass,² the interpretation of the Smith-Hughes Act for Vocational Education permitted

¹ Public Law 347. 64th Congress, 1917.

² Kenneth B. Hass, Co-operative Part-Time Retail Programs, Vocation Division Bulletin No. 205. (Washington : U. S. Office of Education, 1939). P. 1.

offering co-operative courses in retail selling as a part of the vocational education program of the state if the state plan made provisions for these courses.

This interpretation did not mention establishment of reimbursable part-time distributive occupational education in the public schools. It did, however, provide for the establishment of part-time general continuation classes and Kansas soon took advantage of this to establish this type of classes; mostly night school classes in which the author taught several years.

The first claim of this type approved by the State Superintendent of Public Instruction of Kansas for reimbursement for one-half the teachers salary was for a class in salesmanship taught in Wichita from February 1, 1920, to June 30, 1920. The claim was approved on July 29, 1920.³ Many other cities followed the lead of Wichita.

As previously pointed out, these were general education continuation classes and not reimbursable part-time distributive occupation education classes. They were classes established for full-time workers who needed more training to be efficient in their present job or to prepare for a better job. They did, however, focus attention on the need for such training and serve as guide for reimbursable part-time distributive occupational education classes in later years.

³ Approved Claims File, 1917-1929. Trade and Industrial Division, Kansas State Board for Vocational Education.

Development Under
the George-Dean Act and the George-Barden Act

The George-Dean Act enacted by Congress in 1936 was primarily to supplement the Smith-Hughes Act in further developing and promoting vocational education. Specific provisions were made in the George-Dean Act for extending federal aid to workers in distributive occupations. This act completed the cycle of aid to agriculture, trade, industry, home economics, and the distributor. Thus the cycle is completed from producer to consumer.

With the passage of the George-Dean Act, vocational education for distributive occupations became a reality. Reimbursable part-time distributive occupational education classes could now be organized, and training could be given to those young people who desired to enter this major field as their life's occupation. Tracing the annual development of such training in Kansas schools shall be a later part of this study. Suffice to say at this point that the act provided for use of the funds for part-time and for evening schools. The first use of funds in Kansas was in 1938 when Fort Hays, Kansas State College was reimbursed for part of the salaries of teachers of vocational distributive education classes for the period from January 1, 1938, to December 31, 1938. These classes were in connection with their student aid program of the National Youth Administration. It was first used in the public schools of Kansas in Topeka in 1941-42 which will be discussed later.

The George-Barden Act enacted by Congress in 1946, increased the amount of money authorized to be appropriated for vocational education. Congress has been reluctant to appropriate the maximum amount allowed and as a result distributive occupations education has not expanded to the maximum as authorized by the George-Barden Act. Also, Kansas legislatures have been none too generous in granting matching funds. The 1953 Legislature did, however, grant some increases, but made the State Vocational Education Director independent of the State Superintendent of Public Instruction.

As previously mentioned, the first reimbursable part-time distributive occupational education program in retail training in Kansas was in the Topeka High School at the beginning of the second semester of the school year, 1941-42. Willard N. Van Slyck was High School Principal and Kenneth Meyers was the instructor-co-ordinator. The class was composed of twenty-three students, six boys and seventeen girls. The author visited Topeka to observe that first class and found Mr. Van Slyck optimistic, Mr. Meyers enthusiastic and the merchants pleased with the program. That the program was a success is evidenced by the fact that the program had a continuous existence in Topeka High from that day to the present time.

Warren G. Meyer began work as assistant supervisor of distributive education in Kansas in September, 1941. He was known as an enthusiastic and tireless worker. He was responsible for initiating the co-operative retail program in Topeka and for its spread to other cities in the state. Early in 1942 he

stated that provision had been made in the budget of the State Board for Vocational Education in Kansas for ten programs and that he expected several Kansas cities to participate in the program.⁴

While Meyer was overly optimistic in providing for ten participating schools, five new schools, Hutchinson, Argentine of Kansas City, Wyandotte of Kansas City, Independence, and Salina joined Topeka in offering the program for the school year, 1942-43. Four schools, Independence, Wyandotte, Salina, and Topeka made salesmanship in the junior year a prerequisite for this program. This was merely a local requirement (which was in agreement with the majority thinking of the time.)

The author had visited Omaha, Nebraska, and the several schools in Kansas City, Missouri, and Topeka, Kansas, before establishing the program in Salina, and found it was the practice in these schools to require salesmanship in the junior year. His reading also showed such requirement to be a common practice at that time.

The information on enrollment for 1942-1943 is shown in Table I.

⁴ Warren C. Meyer. "War Stirs Interest in School-Retail Business". Kansas Teacher and Western School Journal. 50:11. May, 1942.

Table 1. Enrollment in Reimbursable Part-Time Distributive Occupational Classes, 1942-1943.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Hutchinson	H. W. Deene	8	14	22
Independence	W. B. Skelton	6	12	18
Kansas City (Argentine)	C. E. Sevender	5	11	16
Kansas City (Wyandotte)	Lauren Plummer	1	15	16
Salina	L. W. Henning*	5	20	25
Topeka	Kenneth Meyers	4	15	19
Totals		29	87	116

* In Salina, L. W. Henning was the co-ordinator of the distributive part-time class which had an enrollment of five boys and twenty girls for a total enrollment of twenty-five. These facts and figures are from the state yearly report to the United States Office of Education.

In the school year, 1943-1944, only one school, Wichita East, added the program to its offering. Three schools, Argentine of Kansas City, Hutchinson, and Salina did not offer the program for that school year. Argentine felt that the reporting and the regulations were too onerous. They preferred their own work program. In Salina the co-ordinator, L. W. Henning, entered the civilian service of the United States at Walker Air Base and a suitable co-ordinator could not be found. The reason Hutchinson discontinued the program

could not be ascertained by the writer. W. B. Skelton, co-ordinator at Independence, entered the Armed Forces of the United States; Earl Haring became co-ordinator at Independence.

The information on enrollment for 1943-1944 is shown in Table 2.

Table 2. Enrollment in Reimbursable Part-Time Distributive Occupational Classes, 1943-1944.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Independence	W. B. Skelton* Earl Haring	6	14	20
Kansas City (Wyandotte)	Lauren Plummer	2	14	16
Topeka	Kenneth Meyers	3	33	36
Wichita East	Flora F. Young	11	21	32
Totals		22	82	104

* In Independence, W. B. Skelton, for the first semester, and Earl Haring for the second semester, were the co-ordinators of the distributive part-time occupational class which had six boys and fourteen girls for a total enrollment of twenty students. These facts and figures are from state yearly report to the United States Office of Education.

While there was a decrease of twelve students in the enrollment in the program in 1943-1944, seven boys and five girls, from the enrollment of the previous year, it remained for the year, 1944-1945, to show the largest decrease of any year for distributive education in Kansas. The school year, 1944-1945, showed an enrollment decrease over the preceeding year of twenty-eight: eleven boys and seventeen girls. Three programs, Independence, Pittsburg, and Topeka had no boys enrolled in the program.

The information on enrollment for 1944-1945 is shown in Table 3.

Table 3. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1944-1945.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Atchison	E. A. Marshall	5	12	17
Hutchinson	C. A. Swenson	3	7	10
Independence	P. P. Innes	0	12	12
Pittsburg	Roy E. Stanton	0	10	10
Topeka	Perdue B. Graves	0	13	13
Wichita	Flora F. Young	3	11	14
Totals		11	65	76

Table 3 is read as follows:

In Atchison E. A. Marshall was the co-ordinator of the distributive part-time class which had an enrollment of five

boys and twelve girls for a total enrollment of seventeen. These facts and figures are from the state yearly report to the United States Office of Education.

The total enrollment for 1945-1946 showed a still further decline of three. The notable thing about the 1945-1946 enrollment figures was the increase in boy enrollments: a two hundred percent increase up to a total of thirty-three while the enrollment of girls dropped to only forty. No new programs were added, and Pittsburg, after having the program during the last semester of the previous year, dropped the program. Thus, while the total enrollment from all schools showed a slight loss, the enrollment from the five participating schools showed a net gain of seven.

The information on enrollment for the year, 1945-1946, is shown in Table 4.

Table 4. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1945-1946.

School	Co-ordinator	Enrollment		
		Boys	Girls	Total
Atchison	E. A. Marshall	6	7	13
Hutchison	C. A. Swenson	6	6	12
Independence	W. B. Skelton	8	3	11
Topeka	Kenneth Moyers	3	12	15
Wichita East	Flora F. Young	10	12	22
Totals		33	40	73

Table 4 is read as follows:

In Wichita East, Flora F. Young was the co-ordinator of the distributive part-time class which had an enrollment of ten boys and twelve girls for a total enrollment of twenty-two. These facts and figures are from the state yearly report to the United States Office of Education.

After three years of declining enrollment, the year, 1946-1947, showed an increase of thirty-four students. Hutchinson discontinued the program; but two cities, Coffeyville and Pratt, began the distributive retail program for the first time; and Pittsburg, after a lapse of one year, reinstated the program. Thus, while the enrollment in the cities which already had the program each showed a slight increase in enrollment, most of the gain was accounted for by new or reinstated programs.

The information on enrollment for the year, 1946-1947, is shown in Table 5.

Table 5. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1946-1947.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Atchison	E. A. Marshall	6	9	15
Coffeyville	Milton W. Karstadt	11	4	15
Independence	Dwight F. Evans	4	11	15
Pittsburg	Fred S. Jarvis	3	13	16
Pratt	Everett W. Fuller	1	6	7
Topeka	Willard Thorpe	5	11	16
Wichita East	W. B. Skelton	7	16	23
Totals		37	70	107

Table 5 is read as follows:

In Coffeyville, Milton W. Karstadt was the co-ordinator of the distributive part-time class which had an enrollment of eleven boys and four girls for a total enrollment of fifteen. These facts and figures are from the state yearly report to the United States Office of Education.

After including distributive education in its curriculum for one year, Pittsburg again dropped the course from its offering in 1947-1948. Independence also discontinued the program. Salina, however, again offered distributive education, and Leavenworth included part-time reimbursable distributive occupational education for the first time. Thus while the number of schools in Kansas offering the program remained the same as the previous year, the enrollment showed an increase

of forty-seven to an all time high, to date, of one hundred fifty four. Coffeyville had the first all boys' class in the history of D-E in Kansas: eighteen returned service men (G.I.s).

The information on enrollment for the year, 1947-1948, is shown in Table 6.

Table 6. Enrollment in Reimbursable Part-time Distributive Occupational Education Classes, 1947-1948.

School	: Co-ordinator	: Enrollment :			Total
		: Boys	: Girls	:	
Atchison	E. A. Marshall	15	12		27
Coffeyville	Milton W. Karstadt	18	0		18
Leavenworth	Daryl Nichols	10	6		16
Pratt	Everett W. Fuller	7	3		10
Salina	Eula Scott Walker	6	23		29
Topoka	Carl Nall	8	12		20
Wichita East	W. B. Skelton	8	16		24
Totals		72	82		154

Table 6 is read as follows:

In Wichita East, W. B. Skelton was the co-ordinator of the distributive education class which had an enrollment of eight boys and twenty-six girls for a total enrollment of thirty-four. These facts and figures are from the state yearly report to the United States Office of Education.

The year 1948-1949 not only did not lose any schools from the program but added Concordia and Lawrence for the first time, and Independence again offered distributive classes. The total enrollment increased by ninety-eight over the previous year. Coffeyvillo showed both the largest number increase and also the greatest percentage increase, more than doubling its enrollment. Topoka showed the second largest increase in enrollment. Salina, which had the largest total enrollment, was third in the number increase in enrollment in the program.

The information on enrollment for the year, 1948-1949, is shown in Table 7.

Table 7. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1948-1949.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Atchison	E. A. Marshall*	16	12	28
Coffeyville	Milton W. Karstadt	34	5	39
Concordia	James K. Needham	9	10	19
Independence	Dwight F. Evans	10	9	19
Lawrence	E. J. Logsdon	6	9	15
Leavenworth	Daryl Nichols	3	13	16
Pratt	Everett W. Fuller	4	5	9
Salina	Eula Scott Walker	10	32	42
Topeka	Carl Nall	13	22	35
Wichita East	W. B. Skelton	9	21	30
Totals		114	138	252

* In Atchison E. A. Marshall was the co-ordinator of the distributive education class which had an enrollment of sixteen boys and twelve girls for a total enrollment of twenty-eight. These facts and figures are from the state yearly report to the United States Office of Education.

Independence and Pratt did not offer the program in the year, 1949-1950. Five new cities, Arkansas City, Burlingame, El Dorado, Chanute, and Goodland, offered distributive education for the first time. This equaled the record of five new cities in 1942-1943. The year showed a total of thirteen

programs in the cities of Kansas. Burlingame and Goodland had some commercial students enrolled who, according to the definition herein before given, were non-distributive commercial students. The composition of classes of future years in these two cities continued to be made up of distributive and non-distributive students. Salina again had the largest enrollment.

The information on enrollment for the year, 1949-1950, is shown in Table 8.

Table 8. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1949-1950.

School	: Co-ordinator	: Enrollment		: Total
		: Boys	: Girls	
Arkansas City	A. L. Curry	5	0	5
Atchison	E. A. Marshall	17	9	26
Burlingame	R. E. McAdoo	4	3	7
Chanute	H. C. Palmer	3	5	8
Coffeyville	Milton W. Karstadt	13	7	20
Concordia	James K. Needham	5	12	17
El Dorado	R. W. Christy	6	0	6
Goodland	George F. Lyon	7	6	13
Lawrence	E. J. Logsdon	2	10	12
Leavenworth	Daryl Nichol	3	12	15
Salina	Eula Scott Walker	5	37	42
Topeka	C. K. Nall	11	17	28
Wichita East	W. B. Skelton	19	9	28
Totals		100	127	227

In Arkansas City, A. L. Garry was the co-ordinator in the distributive education class which had an enrollment of five boys and no girls for a total enrollment of five. These facts and figures are from the state yearly report to the United States Office of Education.

The total of fourteen programs offered in as many Kansas cities in the year, 1950-1951, was the largest number of programs offered in Kansas in any year to the present date. The enrollment of two hundred sixty-eight exceeded any enrollment previous to that date or subsequent to that date even to the present year, 1952-1953. El Dorado, after having the program one year, discontinued it. St. Mary's and Plainville offered reimbursable distributive education for the first time. They had much the same program as the ones offered at Burlingame and Goodland.

The information on enrollment for the year, 1950-1951, is shown in Table 9.

Table 9. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1950-1951.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Arkansas City	A. L. Curry	11	0	11
Atchison	E. A. Marshall	23	12	35
Burlingame	R. E. McAdoo	3	3	6
Chanute	Harold Palmer	4	5	9
Coffeyville	Milton W. Karstadt	24	1	25
Concordia	James K. Needham	8	9	17
Goodland	George Lyon	6	2	8
Lawrence	E. J. Logsdon	2	10	12
Leavenworth	Merle McElhaney	6	18	24
Plainville	Philip St. Martin	8	4	12
St. Mary's	Richard Reichester	6	3	9
Salina	Eula Scott Walker	12	33	45
Topeka	Carl Nall	11	21	32
Wichita East	W. B. Skelton	15	18	33
Totals		139	139	278

In Lawrence, E. J. Logsdon was the co-ordinator in the distributive education class which had an enrollment of two boys and ten girls for a total enrollment of twelve. These facts and figures are from the state yearly report to the United States Office of Education.

The year, 1951-1952, showed a loss of twenty-seven in total enrollment. R. E. McAdoo became superintendent at Burlingame and felt that the duties as co-ordinator and as superintendent of city schools was too heavy, so the distributive program was discontinued. In a conversation with the writer, Mr. McAdoo says there was much demand (by parents, students and businessmen downtown) for the return of the program to the Burlingame curriculum. They expected to again offer the program in 1953-1954. Chanute also dropped the program. Mr. Jester, the high school principal at Chanute, said there was no intention of again offering distributive education as it never developed into a full program at Chanute.

Information on enrollment for the year, 1951-1952, is shown in Table 10.

Table 10. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1951-1952.

School	Co-ordinator	Enrollment			Total
		Boys	Girls		
Arkansas City	Carl Holman	6	0		6
Atchison	E. A. Marshall	16	6		22
Coffeyville	Milton Karstadt	15	6		21
Concordia	William Reeble	6	16		22
Goodland	George Lyon	4	5		9
Lawrence	E. J. Logsdon	7	4		11
Leavenworth	Merle McElhaney	5	16		21
Plainville	Philip St. Martin	8	2		10
St. Mary's	Richard Reichester	5	5		10
Salina	Eula Scott Walker	20	27		47
Topeka	Carl Nall	11	20		31
Wichita East	W. B. Shelton	13	18		31
Totals		107	124		231

In Atchison, E. A. Marshall was the co-ordinator of the distributive education class which had an enrollment of sixteen boys and six girls for a total enrollment of twenty-two. These facts and figures are from the state yearly report to the United States Office of Education.

The year, 1952-1953, showed a slight increase in total enrollment even though the program was temporarily discontinued at St. Mary's. Mr. Relchester became superintendent of schools at St. Mary's. He felt that the combined duties of superintendent and co-ordinator might be too great for the year. He stated that the St. Mary's program was very successful and distributive education will be offered the following year. For the first time in the history of reimbursable part-time distributive occupational education in Kansas, the total enrollment of boy trainees exceeded the total enrollment of girl trainees. Salina had an enrollment of fifty-six trainees which was an all-time high in yearly enrollment in distributive education for any city in Kansas. The year, 1952-1953, marked the fifth year Salina had the largest program in enrollment in the state. The number of trainees in the Salina program made necessary two sections for instruction. Each section met for two class periods. The first section met at a zero hour, which began at least thirty minutes before the starting time for any other classes.

Information on enrollment for the year, 1952-1953, is shown in Table 11.

Table 11. Enrollment in Reimbursable Part-Time Distributive Occupational Education Classes, 1952-1953.

School	Co-ordinator	Enrollment		Total
		Boys	Girls	
Arkansas City	Carl Holman	6	3	9
Atchison	E. A. Marshall	22	13	35
Coffeyville	Milton Karstadt	23	10	33
Concordia	George Sturdy	11	6	17
Goodland	Richard Waln	3	10	13
Lawrence	E. J. Logsdon	2	9	11
Leavenworth	Melvin Lightcap	7	5	12
Plainville	Philip St. Martin	7	7	14
Salina	Eula Scott Walker	23	33	56
Topeka	Carl Nall	10	14	24
Wichita East	Merle McElhaney	11	11	22
Totals		125	121	246

In Arkansas City, Carl Holman is the co-ordinator of the distributive education class which has an enrollment of six boys and three girls for a total enrollment of nine. These facts and figures are from the state yearly report to the United States Office of Education.

Distributive education has shown an interesting pattern of development in Kansas. Topeka offered the first program in Kansas in 1941-1942. The program has been a part of the curriculum in Topeka each year since that time. The next year after it was offered in Topeka, five other towns offered the program. This number of now programs has never been exceeded and only once equaled in the history of distributive education in Kansas. In the year, 1942-1943, the enrollment in distributive education was one hundred sixteen trainees. The three years following 1942-1943 showed a decline until a low enrollment of seventy-three trainees was reached in the year, 1945-1946. These were World War II days and many attribute this decline to factors related to the war. Then followed a period of rapid growth which continued until the year, 1950-1951, when the maximum of fourteen programs in as many cities in Kansas with the peak enrollment of two hundred sixty-eight trainees reached. Then in 1951-1952, there was a downward trend both in the number of programs offered in the state and in total enrollment in the state. In 1952-1953 there was a continued decrease in the number of programs offered in the state, but the total enrollment showed a slight increase.

Atchison has retained the same co-ordinator, Edwin A. Marshall, since the program was first offered in that city in 1944-1945. Milton W. Karstadt has been the only co-ordinator at Coffeyville in the seven years Coffeyville has had reimbursable part-time distributive occupational education. E. J. Logsdon has been co-ordinator at Lawrence since the inception of the program

there in 1948-1949. Eula Scott Walker has been co-ordinator at Salina since distributive education was re-established in that city and has had the largest enrollment in the state in her classes each year after her first year in Salina.

A summary of enrollment in reimbursable part-time distributive occupational education classes in Kansas for the years 1941-1953, is shown in Tablo 12.

Table 12. Summary of Enrollment in Reimbursable Part-Time Distributive Occupational Classes in Kansas, 1941-1953.

School Year	: Number of : Co-operating : Schools :	Enrollment		
		Boys	: Girls :	Total
1941-1942	1	6	17	23
1942-1943	6	29	87	116
1943-1944	4	22	82	104
1944-1945	6	11	65	76
1945-1946	5	33	40	73
1946-1947	7	37	70	107
1947-1948	7	72	82	154
1948-1949	10	114	138	252
1949-1950	13	100	127	227
1950-1951	14	130	138	268
1951-1952	12	107	124	231
1952-1953	11	125	121	246
Totals		786	1091	1877

In the school year, 1950-1951, there were fourteen schools co-operating in the distributive part-time occupational program with an enrollment of one hundred thirty boys and one hundred thirty-eight girls for a total enrollment of two hundred sixty-eight. These facts and figures are from the state yearly report to the United States Office of Education.

The Area School

The Smith-Hughes Act recognized the need and provided funds for the establishment of a training program for teachers in the vocational field.¹ This Act, however, as previously pointed out, did not provide for part-time reimbursable distributive occupational education, even though by a broad interpretation of the Act some schools had retail or distributive programs. The omission of distributive education from the Smith-Hughes Act caused a lack of training of instructors in this field.

The George-Dean Act of 1936 specifically provided for distributive education and for the training of teachers for distributive classes. Teacher training, under the George-Dean Act, was, for the first several years, in Kansas, confined to inservice training. There were no schools in Kansas offering courses in the distributive education field. In fact, the only schools in the United States offering distributive courses were in the Eastern states. The cost and inconvenience of securing such teacher training resulted in few such distributive trained teachers from Kansas and other central and mid-western states.

Many vocational leaders in these states including C. M. Miller, Director of Vocational Education for Kansas, felt the need for a training school in this mid-west area; or, in other words, an area school. C. M. Miller discussed the matter with

¹ Public Law No. 586.

other leaders of the area and with G. Henry Richert, Regional Director for the United States Office of Education. These leaders favored the idea of an area training school for distributive education instructors and co-ordinators. Mr. Richert, therefore, called a conference of the Vocational Education Directors of the mid-western states which constituted the region under his direction.

This conference was held--and as a result three states--- Kansas, Nebraska, and Missouri---agreed to pool their funds, instructional materials, and instructors in order to establish an area training school. It was agreed that other states could participate if they so desired. The Kansas State Teachers College of Emporia was selected as the location of the area school. It had a strong commercial department; it was centrally located, and its president was favorable to having his school so designated. Courses in distributive education were offered for the first time in the summer session of 1944.

Some reasons for the above action have been previously pointed out; there were no training schools for distributive education except in the Eastern states. The result was that very few persons secured such training, and, consequently, there was a real dearth of teachers and co-ordinators in the mid-west area. Also, although the need for such training was evident, there were insufficient persons interested in distributive training in any one state to justify a training institution in that state. This was indicated in letters from Tracy E. Dale, Assistant Commissioner of Vocational Education for Missouri, and

G. F. Liebendorfer, Director of Vocational Education in Nebraska, to Flora T. Young in 1949.²

Briefly, the Smith-Hughes Act of 1917 specifically provided for the use of federal funds for the training of teachers and supervisors of trade, industry, and home making classes but did not provide for the training of teachers and supervisors of distributive education classes. This omission was corrected by the George-Dean Act of 1936. The George-Barden Act of 1946 provided in section seven of that Act,

That the appropriations made under this act are in addition to, and subject to, the same conditions and limitations as, the appropriations made to carry out the Smith-Hughes Vocational Education Act.³ This definitely made possible the Area School as we know it today.

The Area School at Emporia State Teachers College had, according to H. D. Shotwell,⁴ as its primary purpose the training of teachers and co-ordinators for the distributive programs of this and other areas. But the training which one received also prepared him to enter the field of business as a personnel worker or supervisor. The Area School has been since 1946 and now is under the supervision and direction of Walter J. Elder, Teacher-Trainer of Distributive Education, Kansas State Teachers College, Emporia, Kansas. The enrollment

² Flora T. Young. "The Area School", An unpublished history of the Area School, Kansas State Board for Vocational Education, Topeka, Kansas, 1949.

³ Public Law No. 586, 79th Congress (S.B.618) August 1, 1946.

⁴ H. D. Shotwell, Supervisor of Business Education, Kansas State Board for Vocational Education, Topeka, Kansas.

in 1949-1950 in the Area School reached a total of twenty-six, all men,⁵ but in both 1950-1951 and 1951-1952 there was an enrollment of ten; nine men and one woman.⁶ There was still a shortage of trained D-E teachers, according to Mr. Shotwell.

⁵ Figures from the state yearly report to the United States Office of Education.

⁶ Figures from the state yearly report to the United States Office of Education.

Distributive Education as a Part of
the Life Adjustment Program

The term life adjustment is a comparatively new name for a very old problem---that of making education of the greatest value to every American youth. The definition of Life Adjustment Education usually accepted is as follows:

(1) Life Adjustment Education is designed to equip all American youth to live democratically with satisfaction to themselves and with profit to society as home members, workers, and citizens. It is concerned especially with a sizable proportion of youth of high school age (both in school and out) whose objectives are less well served by our schools than the objectives of preparation for either a skilled occupation or higher education.¹

This is the definition as given by the national commission appointed by Dr. John W. Studebaker in 1948. This definition has been adopted by the Kansas Commission. The national commission further described life adjustment education by saying:

It is concerned with ethical and moral living and with physical, mental and emotional health. It recognizes the importance of fundamental skills since citizens in a democracy must be able to compute, to read, to write, to listen, and to speak effectively. It omphasizes skills as tools for further achievement.

¹ Education for Life Adjustment. Harl R. Douglass, Ronald Press, New York. 1950:9.

It is concerned with the development of wholesome recreational interests of both individual and social nature.

It is concerned with the present problems of youth as well as with their preparation for future living.

It respects the dignity of work and recognizes the educational values of responsible work experiences in the life of the community.

It emphasizes active and creative achievements as well as adjustment to existing conditions; it places a high premium upon learning to make wise choices, since the very concept of American democracy demands the appropriate revising of aims and the means of attaining them.

Above all, it recognizes the inherent dignity of human personality.²

Education in its early inception in America was to train the so-called professional or white-collared group: the doctors, the lawyers, and the ministers. Even until very recent times most of our curriculum in secondary-school had its apparent aim---the preparing students for college entrance. Many parents urged their children to attend school to prepare themselves for so-called white-collar jobs. It was necessary that this white collar myth be exploded and the dignity of work and service to mankind be placed in a proper perspective. The student must see that each person is a vital part of a vast democracy and that, as a normal, happy well-adjusted individual, he has a

² Ibid. P. 10.

vital role to play. He must further understand that such an individual has several roles.³

Life Adjustment Education helps him to fill all or many of his roles. It teaches him education for family life. He learns consumer education by learning skills in planning and buying of food, clothing. He must know how to live on low or high income, budgeting, financial planning, use of credit, health, and recreational use of income. All these are included in his distributive education classes, not only in his study of selling or retailing but also as an integral part of the course. The distributive education classes give the student another of the essentials of a life adjustment program in the teaching of good work habits. This may well be the most valuable contribution the school makes to his life. He learns to get along with fellow workers, to accept responsibility, and to know the problems of labor and management.

A study of the purposes, aims, and practices of the distributive education program and of the life adjustment program shows them to be closely allied if not identical in many phases. The distributive education program is not a substitute for the Life Adjustment Program, but in the words of Neal M. Wherry, principal of Lawrence Senior High School, "It fills a definite part of the Life Adjustment Program of our school".⁴

³ Progress Report of the Educational Planning Commission, Kansas State Teachers Association, Topeka, Kansas. March, 1950.

⁴ Letter from Neal M. Wherry to the writer, March 25, 1953.

This opinion is borne out by the statements of eight⁵ of the principals of the Kansas schools offering reimbursable part-time distributive occupational education in Kansas.

⁵ Atchison, Coffeyville, Concordia, Lawrence, Leavenworth, Salina, Topeka, Wichita East: 1953.

The Distributive Education Club

It has long been recognized that the club and extra class activities play an important part in the personal and social development of the student.¹ Many have pointed out that students enrolled in the co-operative part-time program could not participate in music clubs, dramatic clubs, sports, and forensics, because they worked in the afternoon when many of these activities were taking place.²

Although, as previously pointed out, the first distributive education program or reimbursable part-time occupational education program was begun in Kansas in 1941-1942 and that succeeding years saw a gradual growth of the program in Kansas, yet nothing was done to fill the need for extra-class activities which were known to exist in the youth taking the program. There was, however, some agitation in the state for some form of club activity.³ A national meeting in retailing with representatives from eighteen states was held in Memphis, Tennessee, where prizes for the best notebooks, best sales presentation, and others were given. Kansas was not represented at the Memphis meeting,⁴ but this national meeting caused the

¹ Harry Huffman. "The Extra-Class Activities Contribute to the Students Total Education". The Bulletin of the National Association of Secondary-School Principals, 33:71. Nov., 1949.

² C. E. Rakestraw. Training High School Youth for Employment. Chicago: American.

³ Vocational Education Newsletter. Kansas State Board for Vocational Education, Topeka, Kansas, 78:6. Sept. 8, 1947.

⁴ Ibid.

leaders of distributive education in Kansas to seriously consider the problem of forming distributive education clubs in Kansas.

So far as could be ascertained, the first distributive education, D-E Club in Kansas was formed in Salina, in 1947 under the supervision and direction of Mrs. Eula Scott Walker. This Club included both social and professional activities.⁵

Three schools, Salina, Leavenworth, and Wichita, held advisory meetings in the fall of 1947 to consider the advisability of providing prizes for the National Convention⁶ of the Distributive Educational Clubs of America to be held in St. Louis, Missouri, March 22-24, 1948, and of sending delegates to the convention. Two schools, Leavenworth and Salina, sent delegates; prizes were also furnished.⁷

The first state meeting of distributive education clubs in Kansas was held in Emporia on February 27, 28, 1949, as a part of the state convention of the business education clubs of Kansas. They have met annually in Emporia since that date.⁸

⁵ Vocational Education Newsletter, Kansas State Board for Vocational Education, Topeka, Kansas. 18:7. November 10, 1947.

⁶ Ibid., 18:4. February 26, 1948.

⁷ Ibid., 18:5. April 5, 1948.

⁸ Mrs. Eula Scott Walker, Co-ordinator for Salina.

At the first convention the distributive education clubs organized into a state-wide organization, elected state officers, and set up a program for the distributive education clubs in Kansas. They adopted a constitution and Kansas affiliated with the National Association of Distributive Clubs of America.⁹ Kansas was a charter member of the Distributive Education Clubs of America.¹⁰ Delegates from the D-E classes of Kansas attended the national convention in St. Louis in April, 1948, and thus became eligible for charter membership.¹¹ The National Convention of the Distributive Education Clubs of America held their national convention in Topeka, Kansas, in 1949. The distributive section of the Business Education Clubs of Kansas has participated actively in every national convention. Kansas has served as host to the National Convention of D-E Clubs twice: Topeka in 1949, and Wichita in 1952.¹² The 1952 convention introduced three new contests: (1) Window Display Judging (2) Applying for and Getting a Good Job, and (3) Judging a Sales Presentation. Kansas operated the first national contest in Window Display at the national convention held in Wichita in April, 1952.

⁹ Ibid.

¹⁰ State Club Manual. The Business Education Clubs of Kansas: (Kansas State Board for Vocational Education, Topeka, Kansas) 5:1952.

¹¹ Ibid.

¹² Ibid.

The Distributive Education Clubs of Kansas adopted a state emblem. It is the shape of a diamond with the words, "Distributive Education Clubs of Kansas", around the outside edges. In the center of the diamond is a gift wrapped box. The sunflower has become the traditional flower of Kansas Business Education Clubs, including the D-E Clubs of Kansas.¹³

Every student in a part-time program meeting vocational standards is eligible for membership. Also, any student interested in the D-E field may become an associate member.¹⁴ A graduate may be a member for three years after graduation.

The state workers and co-ordinators regarded a strong local D-E Club as the sound basis of a strong state and national organization. They recognized that differences existed between D-E Club organizations and functions of small and large cities, and even between cities and towns of the same size. It was expected that the local Club would carry out the program of the state and the national organization, but the organization was flexible enough to meet situations and conditions peculiar to the local school or community. As briefly stated:

"The principal purposes of the clubs are to exchange ideas, develop leadership, set high occupational standards, stimulate a professional attitude toward work, and promote all around good citizenship".¹⁵

¹³ Ibid.: 12

¹⁴ Ibid.: 5

¹⁵ Ibid.: 8

As previously stated, the social-civic-vocational nature of D-E Clubs in Kansas is evident by a study of the Purposes of Club Activities as outlined by the State Club Manual, Exhibit "G", Page 97, and the Revised Constitution of the Business Education Clubs of Kansas, Exhibit "H", Page 98.

Some Implications for Guidance

Guidance is an educational process by which we assist individuals in making choices and adjustments in significant situations in their lives in which they need help. It has various aspects which are inter-related, yet we should recognize these as educational, vocational, recreational, health and social-civic-moral in nature. Guidance involves a point of view, which influences other educational procedure, yet it is not synonymous with such procedures. In addition to a point of view guidance includes provisions for specific functions. These functions include development in the individual of an accurate and objective evaluation of himself, of his environmental opportunities, especially those which are educational and vocational in nature. Counseling tends to bring the individual into an optimum relation to the opportunities in his environment, and placement and follow-up when he drops out or is graduated that his life may bring a maximum of satisfaction to himself and be of service to others.¹

A study of guidance reveals that the main points are self-evaluation, understanding environmental opportunities, counseling, placement, and follow-up. A study of the aims and purposes of the part-time reimbursable occupational education or the distributive education program in Kansas showed many of the same points of emphasis.²

The student must learn his own abilities, aptitudes, and interests that he may be successful on his job. The co-ordinator-teacher assists him in making adjustments necessary to fit him for a useful employee, hence a contributing member to society. The purposes of the D-E Club is to aid the student

¹ Dr. H. Leigh Baker. Kansas State Collogo, Manhattan, Kansas. 1952.

²Exhibit "G". Appendix, P. 97.

in his social and recreational life.³

Until recently counseling had but very little part in personnel work in industry. It is true that the interviewing of applicants for jobs was an important function in getting information. They did not, however, regard the interview as a means for changing attitudes. Recent studies in the plants of the Western Electric Company show that the social aspect of an industrial plant has more importance to the individual than its productive organization.⁴ This research shows that satisfying adjustments in the social and emotional realm have a much more significant effect in industrial production than alterations in hours and wages. The D-E program allows for counseling under the most favorable circumstances. The trainee is not yet a regular employee in the sense that he is primarily a student. Under these circumstances he learns, under the careful supervision of the co-ordinator instructor, whether his interests and abilities fit him for certain types of work. His errors and shortcomings are sympathetically discussed by the employer and co-ordinator, who in turn assists the trainee that he may make adjustments.

The study of Kansas practices in D-E discloses that every school assists trainees in finding suitable jobs.⁵ Thus placement is of primary importance in the D-E program. The

³ Aims and Purposes, Exhibit "G". Appendix.

⁴ Counseling and Psychotherapy. Carl R. Rogers. Houghton-Mifflin Company, New York. 1942 : 8.

⁵ Exhibit "A". Appendix.

study of the Salina, Kansas, D-E program showed that some students were placed on as many as three different work stations⁶ in the senior year as trainees in order that they might be properly placed as to interest and ability.

The distributive education program is not a substitute for the guidance program. Rather it is complementary in nature. It affords to the guidance and counseling personnel of any school a valuable asset of which they should make the maximum use. Through the avenue of distributive education the guidance personnel may discover many vocational abilities and interests of students. A study of the jobs held by D-E students revealed many of the opportunities offered by the community.

The follow-up which Salina D-E and others have made revealed to the co-ordinator the strengths and weaknesses of the program. It showed how the program can be of service and how to improve its weaknesses. The plain implication for guidance personnel is that the D-E program offered the natural opportunities that should be exploited to their fullest possibilities.

⁶ Exhibit "B". Appendix.

Some Present Practices of Kansas Schools Offering
Reimbursable Part-Time Occupational Education

As shown by Table 12, Page 42, there were eleven schools in Kansas offering distributive education in their curriculum. A survey of these eleven schools by the writer showed that a great predominance of the schools used two class periods per day, for their D-E program.¹ Only two schools used other than two periods per day; one school used only one class period per day while the other school that differed from the usual number of hours used three class periods per day for its D-E program.²

Eight schools allowed the teacher-co-ordinator two class periods per day for conferences downtown with the employer and with trainees on the job, thus co-ordinating the work. One school allowed its co-ordinator only one hour for his work downtown; while two schools allowed three hours for the co-ordinator's duties elsewhere than in the classroom.³

The common practice in Kansas schools was to offer the distributive education program in the twelfth or senior year of high school. Eight schools followed this practice, while two offered it in grade thirteen and one in the fourteenth grade.⁴

¹ Exhibit "A". Appendix.

² Exhibit "A". Appendix.

³ Ibid.

⁴ Ibid.

All schools in Kansas having the reimbursable part-time distributive occupational program followed the recommendation of both the state and national offices of vocational education and had advisory councils composed of local businessmen and school personnel. Ten schools reported that their advisory council was active. And all schools, eleven of them, reported the advisory council to be helpful.⁵

Training stations were secured for trainees of the program by the co-operation of both the trainee and co-ordinator in all schools. However, in some instances the trainee secured his own job; while at other times the co-ordinator procured the job and placed the trainee in his work.⁶

In only one school were students below the twelfth grade allowed to participate as members of the D-E program. One school allowed juniors to enroll in the D-E course. The other ten schools required their trainees to be at least twelfth graders before they could take distributive education.⁷ Two schools had the prerequisite of salesmanship in the eleventh grade before a student could enroll in D-E. The other nine schools had no prerequisites before taking distributive education. Some did, however, require certain subjects to be taken in the twelfth grade in addition to the D-E course. The survey by the writer showed that one school required a major in

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

commerce; another a course in practical math, one a course in bookkeeping I, one a course in salesmanship, one a course in typing; two schools required American history and government, and two others required American problems. The survey showed that the subjects most commonly recommended to D-E students for the senior year in addition to D-E, were business subjects, the social sciences, and math. One school suggested English.

The pay scale for D-E trainees in Kansas ranged from twenty-five cents per hour to one dollar and ten cents per hour. Ten trainees received over one dollar and five cents per hour. The greatest number of trainees, seventy-four of them, received between fifty-six and sixty-five cents per hour. The average salary fell between sixty-six cents and seventy-five cents per hour.⁸ Only a few student trainees received less than fifty cents per hour.

That the taking of the distributive education course in no way interfered with a student's attending college was shown by the fact that ten of the eleven schools offering distributive education stated that their D-E graduates met all college entrance requirements. One school did not report. Not only did they meet college entrance requirements, but the four schools that had reports of the relative success in college of their D-E students, said that D-E students compared very favorably

⁸ Ibid.

with other students.⁹ Six schools had no report on the relative success of their D-E graduates. One school did not report.¹⁰ The survey by the writer, however, showed that the percentage of D-E graduates that attended college was generally small. Two schools reported that only 5% of their D-E graduates attended college, two others 20%. Only one school reported a percentage of as much as 40%. The next highest percentage was 35% attendance at college by one school. One school said it did not know and two schools did not report.¹¹

All schools having distributive education programs reported that the newspapers of their town gave favorable support to the D-E program.¹² This to the writer's knowledge had not always been true. In like manner, all schools reported helpful and favorable reaction from their businessmen.¹³ This favorable attitude was clearly indicated in letters which the writer received from the businessmen of Salina, which pointed out many benefits to both students of the D-E program and to the businessmen.¹⁴

The schools of Kansas offering the D-E program were about evenly divided on the policy of work-experience programs during the school hours. Six schools said D-E students only had a part-

⁹ Survey of Kansas schools having D-E. 1952-53 Survey by Writer.

¹⁰ Ibid.

¹¹ Exhibit "A". Appendix.

¹² Ibid.

¹³ Ibid.

¹⁴ Letters shown in full in survey by writer.

time work-experience program during school hours. Five schools allowed other students an opportunity for work-experience program during school hours. In the schools that allowed a part-time work-experience program other than D-E, the time varied from one to four hours on the work-experience program.¹⁵

After graduation about fifty percent of the D-E graduates remained on their training station jobs as regular employees. Different schools varied from a high of 85% to a low of only 20%. The number of schools and the percentage of each school is shown in Exhibit "A", Item 14.

A survey of the administrators of Kansas schools having the program of distributive education as a part of the offering in that school revealed that in every school they expected to continue the program. All administrators considered the D-E program as a vital part of their total school program, except one¹⁶ who doubted that it met fully the purposes for which it was instituted. The Kansas Administrators generally agreed that the benefits of the D-E program far outweighed its weaknesses.¹⁷ Many of them pointed out that it was of special benefit to those students who did not go on to college.¹⁸ As previously pointed out, that was one of the aims of the D-E program.

¹⁵ Ibid.

¹⁶ Joe Wallace, Goodland, Kansas.

¹⁷ Comment of Kansas Principals. Exhibit "C".

¹⁸ Ibid.

Distributive Education in the Salina Schools

As shown in Table 1, Page 24 of this thesis, distributive education was first made a part of the curriculum of Salina High School in the school year, 1942-1943. It was established in the Salina school on the recommendation of the author of this study and approval by the Director of Secondary Education and the Superintendent of Schools of Salina. The author visited the distributive education classes in Omaha, Nebraska; Kansas City, Missouri; and the only one in Kansas, at Topoka. Upon the author's recommendation the course in D-E was offered in Salina High School in the spring pre-enrollment of 1942. Twenty-five students were enrolled in the course. Mr. Lowell Henning from Minnesota was secured for co-ordinator-instructor for the class.

At the beginning of the school year, 1942-1943, Salina had for the first time a class in distributive education. Most of the students who enrolled in the spring had been placed on jobs by the high school principal during the summer. Those who had not been placed by the beginning of the school term were then placed by Mr. Henning. The class was progressing satisfactorily but the unrest caused by the war and the possible draft into the army of the co-ordinator-instructor caused Mr. Henning to resign early in April, 1953, to accept a civilian post with the United States government at Walker Air Base, Walker, Kansas. Mr. John Groth, the bookkeeping teacher, finished the year as teacher-co-ordinator for the D-E class. Mr. Groth did not

choose to continue as teacher-co-ordinator for D-E in Salina, and a qualified teacher-co-ordinator could not be found so distributive education was discontinued in Salina at the end of the school year, 1942-1943.

The distributive education course was not again made a part of the curriculum of Salina High School until the school year of 1947-1948. At that time, Mrs. Eula Scott Walker, formerly in charge of personnel for J. C. Penney Company at Wichita, Kansas, was employed as teacher-co-ordinator. She has held that position in Salina High School from that time to the present.

The class for the school year, 1947-1948, number twenty-nine, of which twenty-three were girls.¹ The course has grown in numbers until Salina has by far the largest number of trainees in the D-E program in Kansas.² The enrollment for the year, 1943-1954 showed fifty-six persons enrolled in the program.

As stated elsewhere in this thesis, Mrs. Walker was very active in the formation of D-E clubs in Kansas. Each year the Salina Club has sent representatives to the state and the national meetings. The representatives of the Salina D-E Club at the National Convention of 1952-1953 at Dayton, Ohio, were Duane Snyder and Bob Shipe.

The objectives of the Salina distributive education program included any and all knowledge and training that would contribute to a satisfying and useful life of employment. This involves

¹ Table 8, Page 33.

² Table 6, Page 30.

education in general, together with emphasis on preparation for entry into an occupation field. Emphasis is not alone on competency in preparation for a job. Personal development comes first, in the form of education for character-building and good citizenship. The program attempts to develop in the trainee the means to support himself as an individual. It endeavors to prepare him to become a productive member of a productive society. Much of the color and satisfaction in life are derived from the choice of one's occupation. The D-E program attempts to discover and use the natural incentives of individual interest and aptitude. The program trains for the employability of the youth, providing at an early age the disciplinary, character-values of work; such training eases the strain of student adjustment at the beginning of paid employment. Development of the total person, not only job training, is the underlying objective.³

Salina has always had an active and co-operative advisory council composed of leading businessmen and women with representatives from the school. This has been most beneficial to the program. Businessmen, other than the advisory group, also have received the program with enthusiasm and have co-operated splendidly. This fact is evidenced in letters to the writer from the manager of Sears Roebuck Company store in Salina, the manager of Fox-Watson Theatres in Salina, and the manager of

³ "Annual Descriptive Report Distributive Education", Eula Scott Walker, May 25, 1951.

J. C. Penny stores in Salina.⁴

At the end of the third year after D-E was re-established with Mrs. Eula Scott Walker as co-ordinator, a complete survey was made of the one hundred three D-E graduates of those three years. It disclosed that forty of the girl D-E graduates were married and not working outside the home. The survey revealed that twelve boys and one girl were in the armed forces of the United States. Eleven boys and twenty-six girls were still in the retailing field. Of these thirty-seven people still in the retailing field, 49% held supervisory positions. The survey showed one boy and nine girls in school; while three girls were employed in other fields.⁵

In preparation for this report, the author sent out questionnaires to fifty D-E graduates of the classes of the past five years, 1948-1952, inclusive. These graduates were chosen by lot: five from the class of 1948, ten each from the classes of 1949, 1950, and 1951, fifteen from the class of 1952. Some twenty-seven completed questionnaires were received by the author, twelve were returned because of wrong address, no replies were received from eleven. The smallest percentage of return was for the graduates of four years ago, when only one of ten returned a filled out questionnaire.⁶

⁴ Exhibits "D", "E", and "F". Appendix.

⁵ "Annual Descriptive Report Distributive Education".
Eula Scott Walker. 1951.

⁶ Table 13, Page 71.

All the graduates of one year ago completed and returned their questionnaire. The first and third years gave the best returns in this follow-up study. A small number was returned by the graduates of 1951. The complete frequency of returns is shown in Table 13.

The percentage of students having more than two work stations while a trainee was very small, being less than 20%. One-third of the trainees had only one work station while a trainee. Two-thirds of the students remained on their trainee jobs as regular employees when school ended and of this number 45% of those who stayed on as regular employees when school ended were still employed by the same firm. Over 70% of those employed said they were helped in their present job by their D-E training.

The D-E program met with the approval of the students surveyed: over 95% of the graduates would enroll in D-E again if they were seniors in Salina High, while one was uncertain. The fact that fifty-six students, over 20% of the senior class, were D-E students the year, 1953, and that fifty-six students, in spring enrollment, chose to take D-E in 1943-1954 showed the esteem of the program by the students. The questionnaire comments of D-E graduates is further testimony of this fact. One said, "I hope you will continue giving students the opportunity to live with others in the occupations of life in the business world". Another commented, "It (D-E) should be in every school system and deserves support of school officials".

In our brief follow-up of these graduates of Salina D-E students, over thirty different benefits were named. The benefit

most frequently mentioned was that it helped one to meet people. This benefit was mentioned by thirteen persons. The helps that were mentioned by more than four persons were as follows:

It was a financial aid in getting through school; it taught you to know merchandise; you learned to sell; it developed personality; it taught you how to keep a job; and it prepared you for life.

Over the period of five years covered by the answers of the twenty-seven D-E graduates, the average wage was fifty cents per hour. The lowest hourly wage was thirty-eight cents per hour. The highest wage was ninety-five cents per hour. A complete study of hourly wage and hours worked per week is shown in Table 14. The least number of hours worked per week by a trainee was twenty-four hours by one student. Three students had a work schedule of forty-eight hours each. The average work-week for all trainees was thirty-five hours. The average wage was \$17.50 per week per trainee. In the first semester of the school year, 1952-1953, from September 1, 1952, to January 1, 1953, the total earnings of the trainees of the Salina Part-Time Occupational Class of fifty-nine students were \$18,136.95. The complete story for this period is shown in Table 15. The lowest hourly rate of pay was forty cents paid two girls working at a laundry company. Three boys received one dollar per hour while one boy received one dollar and twenty-five cents per hour. Three boys earned over \$500.00 for the seventeen weeks and the top earning for the period was \$523.00⁸.

⁸ Table 15, Page 73.

The Salina businessmen, as stated elsewhere, have received the program with enthusiasm.⁹ They have co-operated with the school in every way. The advisory committee has been co-operative and helpful. Even though Salina had by far the largest D-E program in Kansas the requests for trainees by businessmen exceeded the number enrolled in the D-E program.

⁹ Exhibits "D", "E", and "F". Appendix.

Table 13. Frequency of Return of Questionnaires.

Number of Question- naires Sent	:	Year of Graduate	:	Number Returned Filled Out	:	Number Returned Wrong Address	:	Percentage Accounted For
5		1948		1		3		80%
10		1949		1		4		50%
10		1950		7		1		80%
10		1951		3		4		70%
15		1952		15		0		100%

Read the Table thus: Five questionnaires were sent to D-E graduates of 1948 from Salina High School, one questionnaire was returned filled out, three were returned because of wrong address, we can account for 80% of the questionnaires sent.

Table 14. Showing Wage and Hour of D-E Trainees in Salina.

Average Wage per Hour	: : Number : of : Students	: : Average : Number : of : Hours Worked	: : Number : of : Students
\$.38	1	24	1
.40	2	26 $\frac{1}{2}$	1
.42	1	28	1
.45	3	29	1
.47	1	30	4
.50	5	30 $\frac{1}{2}$	1
.55	2	31	1
.57	1	34	1
.60	2	35	6
.67 $\frac{1}{2}$	1	36	1
.75	4	38	1
.80	1	40	4
.85	1	42	1
.87	1	48	3
.95	1		

Two students received sixty cents per hour as a trainee; six students worked an average of thirty-five hours per week as a D-E trainee. (They are not necessarily the same persons.) Facts and figures from questionnaire to former Salina High D-E students.

Table 15. Salina Occupational Part-Time Work Record,
September 2, 1952 - January 1, 1953.

Student Name	Type of Work Station	Hourly Wage	Total Wages
Abernathy, Bill	Fairmont Dairy	\$.90	\$516.50
Bell, Eddie	Burnett Warehouse	1.00	417.00
Fairman, Jack	Reinhold Service Station	.50	367.00
Geiss, Wilbur	Sullivan-Johnson Motor Company	.75	367.50
Hodinger, Jim	Texaco Service Station	.85	498.10
Holmes, Wayne	Airport Cafe	.85	432.65
Jolley, Ronnie	Burnett Warehouse	1.00	437.00
Shipe, Robert	Cunningham Floral	.55	337.15
Wicks, Bill	McCanon Used Cars	.75	414.75
Yowell, Sam	Pantex Cleaners	.75	417.75
	Spangler Lockers		
Bledsoe, Lucille	D-E Store (School)	.50	120.00
Brown, Marlene	Neisner's Variety Store	.50	299.00
Byers, Phyllis	Woolworth Variety Store	.60	297.60
Chapel, Joan	Kress Variety Store	.55	198.00
Collins, Shirley	Collins Furniture	.75	339.00
Cullum, Pat	Kress Variety Store	.55	237.60
Felton, Shirley	Waddo Drug Company	.50	279.00
Fritts, Waunita	McClellans Variety Store	.55	272.25
Gebhart, Joyce	J.C. Penny Company	.60	298.80
Gregg, Carol	J.C. Penny Company	.60	280.80
Gust, Donna	Sears Roebuck Company	.65	305.50
Hahn, Eloanor	Hallocks Ready-to-Wear	.75	300.75
Johnson, Joan	Johnson Electric Company	.50	72.00
Lacy, Joyce	Fox-Watson Theatre	.55	275.55
McDowell, Cletta	Woolworth Variety Store	.60	320.40
Mills, Donna	Noeley's Cafe	.55	422.40
Pearson, Margaret	Macs Pharmacy	.60	303.60
Taylor, Bonita	Asbury Hospital	.55	261.25
VanWess, Violet	Salina Nursing Home	.55	249.15
Wheeler, Bobbie	Telephone Company	.60	301.80
Miller, Dorothy	Kress Variety Store	.75	453.75
Bowen, Tom	State Highway Department	.90	345.60
Boyd, Bill	Western Star Mills	.75	453.75
Brown, Benny	Pinkam Service Station	.65	464.10
Cunningham, Gilbert	Cunningham Floral	1.00	523.00
Chrislip, Bob	Dillons Bakery	.95	691.60
Fitzpatrick, Jerry	Stiefels Department Store	.75	373.50
McCall, Marvin	Areo Printing Company	.75	399.75
Prater, Bob	Conoco Service Company	.65	285.90
Rowson, Jack	Sears Roebuck Company	.75	486.25
Snyder, Duane	Manor Construction Company	1.25	510.00
Taylor, Gerald	Dillons Grocery	.75	365.25
Blaske, Veryl	Johnson Motor Company	.75	454.50
Bowman, Gayla	Model Laundry Company	.40	188.40

Table 15. Continued.

Student Name	Type of Work Station	Hourly Wage	Total Wages
Clark, Dorothy	East Cloud Grocery	.50	177.50
Darnell, Marilyn	Duckwall Variety Store	.50	242.00
Gorrell, Udena	Nursing Home	.50	155.00
Hazelwood, Karen	Vogue Theatre	.50	309.00
Lindgren, Shirley	Planters State Bank	.75	251.25
	Fox-Watson Theatre		
Mason, Jolene	Neisners Variety Store	.50	261.00
McCollum, Phyllis	Model Laundry	.40	147.60
	Spudnut Shop		
Peterson, Carolyn	Strand Theatre	.55	322.85
Vogan, Joan	Strand Theatre (2 weeks)	.50	17.50
Eirley, Nattie	Chief Cafe	.50	120.00
Brown, Katherine	Kress Company	.55	286.55
Harland, Dorothy	Kress Company	.55	237.60
Lamer, Georgie	Telephone Company	.85	247.65
Michal, Margaret	Fox-Watson Theatre	.55	(No record)

SUMMARY AND RECOMMENDATIONS

The earliest type of training comparable to our reimbursable part-time distributive occupational education, commonly called distributive education or D-E, was called apprenticeship. This form of training reached its height during the Middle Ages, but it has continued to the present day in some occupations. Leaders in education long recognized the need for vocational education in the schools. The recognition of this need by the Congress of the United States caused Congress to pass the Smith-Hughes Law in 1917. The Smith-Hughes Act gave recognition to three phases of vocational education: agriculture, trade and industry, and home making; but it did not provide for the other important phase of vocational education, the distributive phase. Under a liberal interpretation of the Act by the Federal Board for Vocational Education some of the funds could be used for certain phases of distributive education if included in the state plan, namely evening classes. Kansas educational leaders early took advantage of this interpretation.

The need for inclusion of the distributive phase in vocational education continued to be called to the attention of Congress. In 1936 the Congress of the United States gave formal recognition to this need and enacted the George-Dean Act into law. This law gave specific recognition to distributive education and placed it upon the same footing as agriculture, trade and industry, and home making.

The George-Barden Act of 1946 completed the cycle of Acts

for vocational education by the Congress of the United States. The principal contribution of this Act was that it increased the amount of money authorized to be appropriated for vocational education.

The first reimbursable part-time distributive vocational education program in Kansas was inaugurated at Topoka for the school year, 1941-1942. Mr. Kenneth Meyers was the co-ordinator-teacher of a class of twenty-three students, six boys and seventeen girls. The distributive program began a steady growth which was somewhat interrupted by World War II. After World War II the program grew until in 1950-1951 there were fifteen schools offering the program. This had declined to eleven for the year, 1952-1953; however, at least two of the schools discontinuing the program indicated their intention of again offering it in 1953-1954. Although the number of schools offering the program decreased, the number of student-trainees in the program in Kansas remained about the same.

It appeared that the distributive education program had the best chance of success in the larger cities. There have been, however, some successful programs in cities of two thousand and three thousand population---most of these programs were mixed programs, that is, part distributive, part vocational, part trade and industry, or any combination thereof.

One cause for the slow development of the distributive education program in Kansas, and other central states was the scarcity of qualified, trained co-ordinator-instructors. The only colleges offering training in this course were in the East.

There was insufficient demand for the training in any central state to cause any college in that state to offer a distributive education co-ordinator-teacher-training program. This need was met by central states vocational education leaders when they met and agreed to designate one college in the region as an Area Training School. The Kansas State Teachers College at Emporia, Kansas, was designated as such Area School in 1944 to serve Kansas, Nebraska, and Missouri. The Area School had been very valuable as a training school, yet there was a shortage of co-ordinator-teachers in Kansas.

The co-ordinator-teachers and other distributive education leaders in Kansas felt there was a definite need for a means for social training in an extra-class activity. As a result the D-E Clubs were instituted in 1947-1948. These clubs were organized into a state-wide organization which holds its annual convention at Emporia, Kansas. There was perfected a national organization of D-E Clubs. It, too, holds an annual national convention. Kansas has always had a number of delegates to the national convention and has been active in its program. Kansas has been host to the National D-E Club Convention twice.

The aims and purposes of the reimbursable part-time distributive education program have many that are the same or much the same as those stated by guidance and counseling and life adjustment programs. Distributive Education Program is not a substitute for these programs but should be complementary. Because of its nature distributive education offers many opportunities to put into practical operation much of the theory

of guidance and counseling, and it becomes a means of concrete application of the announced aims of the life adjustment program.

The school administrators of Kansas, where distributive education was offered as a part of their curriculum, were generally favorable to the program, and felt that it met a need in their schools, and communities.

The distributive education program was generally offered in the senior year in high school, or twelfth grade, in Kansas; a few schools offered it in the thirteenth or fourteenth grades. There were generally no prerequisites for the course in distributive education. In all Kansas schools offering D-E, the graduates of the distributive education course met all college requirements. Most of the D-E students did not go on to college, but those that did compared very favorably in their college work with the general enrollment in college.

A partial survey of the Salina High School D-E graduates disclosed that most Salina D-E graduates were well pleased with the program and would re-enroll in distributive education classes if they were again seniors. A study of the Salina enrollment for the years, 1951-1952, and 1952-1953, indicated that the distributive education classes were much larger than those of any other school in the state of Kansas. Letters from representative businessmen of Salina indicated that the businessmen were very favorably impressed with the program. D-E graduates found the transition from school life to the work-a-day world much less difficult than employees who had not been on a work program. The student trainee developed the ability to meet people and

make sales.

In conclusion, it appears that the D-E program meets and serves the needs of a large group of high school students; especially those who are not planning to go to college but do plan to enter the distributive occupations.

The distributive education program has proved most successful in cities of over five thousand population. Some studies seem to indicate that a town should have a population that great before D-E can become a part of the curriculum with a fair chance of success of the program.¹ The present study indicates that some towns with a population of two thousand or even less have been fairly successful. The small towns with the more successful programs, however, had a mixed program, that is, a combination of D-E with commercial workers, or shop trainees, either or both. A further study of this phase of the problem might reveal that a combination or mixed program could and would be successful even in comparatively small towns. Recently five small high schools² of central Kansas within a small area in three counties³ employed one guidance director⁴

¹ Everett W. Fuller. "An Evaluation of Potential Training Stations for Occupational Part-Time Business Programs in Selected Kansas Towns of less than Five Thousand Population", and Calvin M. Pentecost, "The Development of Reimbursable Part-Time Distributive Occupational Education in Kansas". Two unpublished theses.

² Lorraine, Holyrood, Claflin, Bushton and Geneso.

³ Ellsworth, Rice and Barton.

⁴ Richard Wegner.

to carry on a guidance program in these five schools. A further study and experimentation might show that a co-ordinator might carry out a successful distributive program in two or more small schools.

The aims and purposes of both the life adjustment and the guidance programs have many things in common with the aims and purposes of reimbursable part-time distributive education. These two vital educational phases may well take cognizance of the opportunities offered each of them by the distributive education program. It appears that the possibilities offered by the distributive education program have not been fully exploited by either the guidance program or the life adjustment movement.

From the rather universal approval of D-E schoolmen, trainee-graduates and businessmen wherever they have the program, it would appear that many other schools in Kansas could offer the distributive education program with much benefit to the community.

ACKNOWLEDGMENT

Acknowledgment is hereby given to Mrs. Eula Walker, Distributive Education Instructor and Co-ordinator in Salina Senior High School, for her untiring assistance in securing original information from Co-ordinators of the State of Kansas and from the selected graduates of Salina Senior High School, for the use of the writer in preparing these writings and for her advice and suggestions. Also the writer wishes to acknowledge his sincere appreciation to H. D. Shotwell, Supervisor of Business Education in the State of Kansas, for his assistance in making available to the writer the official files of the Business Education Section, State Board for Vocation Education and for his advice and suggestions. The writer expresses his appreciation to Miss Dorothy Andrews, Miss Leah Coyne, and Mr. Wesley E. Simpson for this assistance in administration of Salina Senior High this past year while this study was in progress and to his entire staff of teachers for their helpful co-operation. The writer acknowledges with appreciation the assistance of the staff of the Department of Education, particularly the guidance of his major instructor, Dr. H. Leigh Baker.

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APPENDIX

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Exhibit "A"

Some Present Practices in Kansas

1. School periods used by D-E program: schools using one hour, 1; schools using two hours, 9; schools using three hours, 1.
2. School periods allowed co-ordinator per day: schools using one hour, 1; schools using two hours, 8; schools using three hours, 2.
3. Grade in which D-E is offered: twelfth grade, 8 schools; thirteenth grade, 2 schools; fourteenth grade, 1 school.
4. Number of schools with advisory councils, 11; active, 10; some activity, 1; helpful, 11.
5. How students are placed on jobs: by student, 3 to some extent; by co-ordinator, 2 to some extent; co-operative action of student and co-ordinator, 11.
6. Are students lower than twelfth grade included in your D-E program: yes, 1; no, 10.
7. Schools having prerequisite for enrolling: yes, 2 (salesmanship); no, 9.
8. Average pay of D-E students below: 25¢, 0; 25¢-35¢, 1; 36¢-45¢, 4; 46¢-55¢, 25; 56¢-65¢, 74; 66¢-75¢, 34; 76¢-85¢, 33; 86¢-95¢, 22; 96¢-\$1.05, 12; over \$1.05, 10.
9. Do D-E graduates meet college entrance requirements: yes, 10; no, 0; One school not reporting.
10. D-E programs that receive favorable reaction from local businessmen: yes, 11; no, 0.
11. Schools that allow other than D-E students to have part-time work program during school hours: no, 6; yes, 5.
12. Percent of D-E graduates that attend college: 5%, 2; 13%, 2; 20%, 2; 35%, 1; 40%, 1; unknown, 1; no report, 2.
13. D-E programs that receive favorable support from local newspapers: yes, 11; no, 0.
14. Percentage of D-E trainees who remain on as regular employees: 85%, 2; 55%, 1; 50%, 3; 20%, 4; not reporting, 1.

Exhibit "B"

Salina Follow-up Summary

1. Number of questionnaires sent out: 50
2. Number of questionnaires filled out and returned: 27
3. Number of questionnaires unaccounted for: 11
4. Number of questionnaires returned because of wrong address: 12
5. Number of students having only one work station while D-E trainee: 9
6. Number of students having no more than two work stations while a D-E trainee: 8
7. Number of students having three work stations while a D-E trainee: 5
8. Number of students having more than three work stations while a D-E trainee: None
9. Number of students who remained as permanent employees: yes, 18; no, 9
10. Number still employed by some firm: yes, 8; no, 18; no answer, 1
11. Number who would enroll in D-E if they were Seniors again: yes, 25; no, 0; uncertain, 1; no answer, 1
12. Number D-E training helps on present job: yes, 19; no, 7; a little, 1

Exhibit "C"

Comments of Kansas High School Administrators

"The program is beneficial to boys and girls who want to enter business. It is also helpful to merchants who want to employ trained help."

Clark Hendrix, Principal
Coffeyville High School

"D-E fills a definite part of the Life Adjustment Program of our school. Because of the momentary consideration the student receives, some students put this above other school work. I hope we will always be able to maintain the program."

Armin E. Soph, Principal
Atchison High School

"This program definitely fills a need for a group of people not going to college but going into sales work."

Howard L. Lalle, Principal
Leavenworth High School

"It belongs to our educational program. About one-third of our seniors take it each year. The only weakness I see is that it gives too much credit in one year--ie--three units in one year."

Arthur W. Mastin, Principal
Concordia High School

"I think this is a great program for the non-college bound student. Our students really develop in it. I think sometimes that we should make it a requirement of the general curriculum."

Neal M. Wherry, Principal
Lawrence High School

"The benefits far outweigh the weaknesses. The program has done much for a group of students, especially those who do not plan on going to college."

E. B. Weaver, Principal
Topeka High School

"It gives training under supervision to students who are going directly into work after high school. It provides good public relations.

Walter L. Cooper, Principal
Wichita East High School

Exhibit "D"

SEARS, ROEBUCK AND CO.

Retail Stores

Salina, Kansas

March 27, 1953

Mr. O. E. Hodgson, Principal
Salina Senior High School
Salina, Kansas

Dear Mr. Hodgson:

I want to compliment you and the instructors on the excellent job being done on Distributive Education.

I have used several of these students the past few years and find them to be well trained when coming to us. The instructors have given them a well balanced training program covering all the phases of retailing. The thing I notice most, is they are courteous, tactful and willing to serve our customers in an efficient manner. Our method of keeping a record of their sales performance, discloses in most cases, that they have the lowest selling cost ratios, out selling some of our best old-timers.

I would like to suggest, if it isn't being done, that some time be spent in giving these people lectures on such subjects as, interest in their jobs, leadership, personalities, opportunities, and etc.

Sincerely yours,

R. P. Williamson
Manager

Exhibit "E"

Fox Salina Theatres
March 31, 1953

Mr. Owen E. Hodgson
Principal, Senior High
Front and Crawford Streets
Salina, Kansas

Dear Mr. Hodgson:

I would like to express my thoughts on the D-E plan of student employment. We have employed D-E people in our Salina Theatres for a number of years as well as in other Kansas towns.

We find the students are able to assume responsibility and that their ability "to meet the public" is much greater than that of most people of this age that have not had the training. This ability, I'm sure is the result of their classroom work. From this group of employees we have found some very good people for our full-time staff. At the present time, our bookkeeper-secretary, two assistant house managers and two head cashiers started with us as D-E student employees. Also we have in our staff four people who are now enrolled in the D-E training at the Salina High School. We can recommend the employment of D-E students to any employer.

I would like to see the program enlarged to make it available to more students. I feel that the program has reached the point where the course is considered worthwhile by students and not just a class where they don't have to go to school in the afternoons.

I believe the program could be improved by more employer-D-E director conferences. This, I know would be hard with an expanded program, also many employers are too busy. Some employers use the D-E student as part-time help and this is the extent of their interest. I do feel, where possible, there should be more discussion on the abilities and faults of each D-E student.

Perhaps visitation by the employers to a typical D-E classroom discussion or training period at the school might be worthwhile. Lectures by businessmen to students on needs in business might be helpful.

I feel that in Salina, great strides are being made each year to improve the program and the people responsible for its direction are doing an excellent job.

Kindest regards.

Sincerely yours,

Jas. O. Martin, City Mgr.
Fox Salina Theatres

Exhibit "F"

J. C. PENNY COMPANY
INCORPORATED

Salina, Kansas

April 11, 1953

Mr. Owen E. Hodgson
Principal of Senior High School
Front and Crawford
Salina, Kansas

Dear Mr. Hodgson:

Business procedures as we know them in our day and age, continue to call for more educational background. Hence, this letter advocating the Distributive Educational classes within your school system. Frankly, I cannot enthuse enough over the tremendous results. I feel that great strides are being made toward acquainting the students with our needs, as business people, although the program is but five years old.

Down through the years, it has been very evident that most young applicants were lost, when simple business procedures were presented to them. Lost in the sense of grasping a particular point. We have found that with the Distributive Education classes that training periods are shortened considerably.

Further, I believe that through closer relations with school authorities, regular visitations on the part of the vocational instructors, round table discussions between students, instructors, and management, this will develop the program. Also, ultimately fit young people to do a more competent job in their chosen field.

Again, let me emphasize the importance of the program. We as business people cannot afford to consider lowering our hourly wage rates which are high enough to warrant experienced personnel. It then becomes essential that experience must be gained, prior to employment.

I hope that I have outlined our picture clearly, and that our relationship with Distributive Education will continue to improve.

I remain

Respectfully yours,

T. E. Harper

Exhibit "G"

AIMS AND PURPOSES

In brief, the principal purposes of the clubs are to exchange ideas, develop leadership, set high occupational standards, stimulate a professional attitude toward work, and promote all-round good citizenship. These aims are the same as those given in our own state constitution.

Purposes of Club Activities

TO DEVELOP progressive leadership in the field of Part-Time Occupational Education that is competent, aggressive, self-reliant and cooperative.

TO PROVIDE for an intelligent choice of occupations in Part-Time Occupational Education through exploration of opportunities in the fields.

TO CREATE in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.

TO ENCOURAGE the use of high ethical standards in business and industry.

TO PROVIDE for mental and physical health through satisfactory social and recreational activities.

TO FOSTER a deep feeling of responsibility for contributing through business activities to the civic, social and moral welfare of society.

TO DEVELOP an appreciation of the influence of the fine arts in business and industry.

TO ENGENDER a healthy respect for vocational education, and a desire to keep abreast of current developments in business and industry through use of the training facilities it offers, both in school and adult life.

TO PROMOTE all-round good citizenship and active participation in our democratic society.

Exhibit "H"

REVISED CONSTITUTION
OF
THE BUSINESS EDUCATION CLUBS OF KANSAS
1950Article I - Name

Section 1. The official name of this organization shall be "The Business Education Clubs of Kansas".

Article II - Purpose

Section 1. This club is an organization of students enrolled in vocational cooperative part-time distributive, trade and office practice classes functioning through local clubs and has as its purpose furthering the welfare of its members in the following ways:

- a. To develop progressive leadership that is competent, aggressive, self-reliant and cooperative in the distributive, trade and office fields through exploration of opportunities in the fields.
- b. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.
- c. To encourage the use of high ethical standards in business and industry.
- d. To provide for mental and physical health through satisfactory social and recreational activities.
- e. To foster a deep feeling of responsibility for contributing through business activities to the civic, social and moral welfare of society.
- f. To develop an appreciation of the influence of the fine arts in business and industry.
- g. To engender a healthy respect for vocational education, and a desire to keep abreast of current developments in business through use of training facilities it offers, both in school and adult life.
- h. To enable students to realize the great importance of the duties in the distributive, trade and office fields and to strive to elevate the standards of the fields to that of a profession.

Article III - Organization

Section 1. The Business Education Clubs of Kansas is an association of local distributive education, trade and office practice clubs of the State of Kansas.

Section 2. The over-all administrative organization shall be composed of the Board of Governors which shall be responsible for the general administration of the Business Education Clubs of Kansas.

- a. The Board of Governors will consist of five members, one each will represent Distributive Education, trade and office practice. The fourth and fifth members will be the state club sponsor and the president of the Advisory Council. The three members shall be elected by the co-ordinators of distributive education, trade and office practice prior to each annual state convention. There shall not be more than one co-ordinator-instructor as a member of the board from any city.

Section 3. The Board of Governors is empowered to operate through the executive council, its officers and such committees as the Committee on Publications, the Membership Committee, the State Convention Committee, the Public Relations Committee and other committees that the board from time to time shall deem it wise to create.

- a. The executive council shall be composed of the president, vice-president, secretary, and treasurer of the Business Education Clubs of Kansas, and representatives to represent all programs within the city. The co-ordinator-instructors will jointly appoint this member. However, any city which has an officer that is a member of this council shall not be entitled to an additional member on the executive council.
- b. The executive council with the approval of the Board of Governors shall be empowered to call special meetings and approve and carry out the responsibilities assigned them by the Board of Governors and this constitution.

Section 4. The committees of Publication, Membership, State Convention, Public Relations and other committees as the board from time to time shall deem it wise to create, shall be set up by the executive council.

- a. It shall be the responsibility of the State Club Sponsor to appoint co-ordinator-instructors as advisors to each of the committees as established under this constitution. It is recommended that the co-ordinator-instructor of the committee chairman be appointed as advisor to that committee.

Section 5. There shall be a state advisory council composed of the following members:

- a. The state supervisor of business education.
- b. Three co-ordinator-instructors, one from each the distributive education, trade and office practice fields. Such co-ordinator-instructors will be appointed by the board of governors at the annual state convention.
- c. Three leaders from either the distributive, trade or office practice fields. There shall not be more than one such advisor from either the distributive trade or office practice field. Such members shall be appointed by the Board of Governors at the annual state convention.

Article IV - Membership

Section 1. Membership of the Business Education Clubs of Kansas shall be the individual members of local distributive education, trade and office practice clubs who shall hold the same membership status which they hold in their respective local clubs.

Section 2. The classes of membership that shall be recognized are:

- a. Active Members: Vocational part-time distributive education, trade and office practice students who are enrolled in a class that meets Federal Standards in Business Education and who are making passing grades in all subjects shall be eligible for active membership. Membership cards shall be issued annually to active members.
 - b. Associate Members: Graduates of the vocational part-time distributive education, trade and office practice training classes who have been members of local clubs and juniors who are intending to become active members, and juniors or seniors from schools which can not meet Vocational Standards in Vocational Education shall be eligible to attend the Annual State Convention, but will not be entitled to voting delegates.*
 - c. Local Honorary Members: Local clubs may elect a Local Honorary Member each year. Such a member shall be a leader who has contributed in an outstanding manner to the welfare of distributive education, trade and office practice clubs during the year.
- * By action of the Board of Governors, alumni may be associate members for a three-year period.

- d. State Honorary Members: One leader who has contributed in an outstanding manner to the welfare of distributive education, trade or office practice clubs during any year may be elected by the Board of Governors to honorary membership and shall be known as "The Honorary Member of the Year". The Board of Governors shall base its selection of such a member upon the written recommendation of local clubs. If no names are submitted by local clubs, or if none of those submitted are worthy of such honor, then such a member shall not be elected for the year.
- e. Professional Members: College students who are preparing as co-ordinator-instructors in any of the three fields who shall obtain the recommendation of the teacher-trainer of an approved institution shall be professional members.

Section 3. Voting shall be as follows:

- a. Each school shall be eligible to be represented by one club in each of the specialized fields which shall have three votes, with one additional vote for the first ten active members; and from 11-15 members, another additional vote; this scale continuing in denominations of five determining additional delegates for larger clubs.

Section 4. Delegates:

- a. Each local club shall elect three delegates who shall cast its votes at the state convention.

Article V - Meetings

Section 1. A state convention shall be called each year, determined by the previous annual convention, and this state convention shall be the official annual meeting of the Business Education Clubs of Kansas.

Section 2. The Executive Council with the approval of the Board of Governors shall be empowered to call special meetings.

Article VI - Officers

Section 1. The officers of the Business Education Clubs of Kansas shall be the president, a vice-president, a secretary, a treasurer, a parliamentarian, a historian, and chairman of publications, membership chairman, public relations chairman, a chairman in charge of state convention, and such other major committees as shall be created by the Board of Governors.

Section 2. The officers of this club shall be elected by a majority

vote of the authorized delegates to the annual state convention. Procedures for such elections shall be the responsibility of the Board of Governors.

Section 3. The vice-president shall be the defeated candidate for the office of president receiving the next highest number of votes for that office.

Section 4. Officers shall be elected at each annual convention and shall continue in office until the next annual convention of the associated clubs even though they may have become associate members in the meantime.

Article VII - Dues

Section 1. State dues shall be one dollar per annum for each local club member payable on or before December 1 of the current school year. Such dues shall be spent only in advancing The Business Education Clubs of Kansas.

Section 2. Those specialized clubs of the Business Education Clubs of Kansas who desire to be a member of the national organization in its respective field shall pay national dues, as designated by National organization, for each local club member payable on or before December 1 of the current school year.

Section 3. The treasurer shall report on or before January 1 of the current school year to the Executive Council and local clubs whose membership dues are fully paid. These clubs shall be designated as clubs in good standing.

Section 4. The treasurer shall forward those dues from the local distributive education clubs for membership into the Distributive Education Clubs of America to the treasurer of that organization prior to December 15 of the current school year.

Section 5. Associate, honorary and professional members shall be exempt from dues.

Article VIII - Emblem and Colors

Section 1. The emblem for distributive education clubs shall be a diamond-shaped design with the wrapped package in the center, and rays of sunshine extending from this package, and shall bear the words "Distributive Education Clubs of Kansas."

Section 2. The emblem for office practice clubs shall be a figure resembling an acorn with the letters F.O.W.A. (Future Office Workers of America) across the crown, the current year on the acorn, and a small geometric design as a stem.

Section 3. The colors of this association of clubs shall be blue and gold.

Article IX - Amendments

Section 1. This constitution may be amended by a 2/3 vote of the authorized delegates at any annual convention of the Business Education Clubs of Kansas.

Section 2. Only such amendments shall be made as are in keeping with the purpose stated in Article II of this constitution.

Section 3. The Executive Council shall establish annually a "Committee on the Constitution" to study and submit to the annual convention recommendations for revision.

Article X - Rules, Regulations and By-Laws

Section 1. Such rules, regulations and by-laws as are deemed necessary in the proper conduct of this organization shall be adopted.

Section 2. No rules, regulations and by-laws shall be adopted which are contrary to this constitution.

Section 3. In the case of question, Robert's Rules of Orders, revised, will serve as standard procedure.

Article XI - Audit

Section 1. The accounts of the outgoing treasurer shall be audited each year by an auditing committee appointed by the president. This committee shall be composed of two members of the Board of Governors and one member of the Business Education Clubs of Kansas, present at the annual convention.

Article XII - Delegates to National Convention

Section 1. In order to be a delegate to a national convention, the delegate so must be a member of the specialized field by which the convention is being sponsored. The president of the Business Education Clubs of Kansas is automatically a delegate, if he is a member of the specialized field of the convention.

Section 2. The number of delegates shall be variable with the directives of the national constitution. The number of alternates shall exceed the number of delegates by one.

Section 3. In case the president is not of the specialized field represented in the national organization, the first alternate shall attend the convention in his place.

Exhibit "I"

KANSAS BUSINESS EDUCATION CLUBS

State Convention

Sales Demonstration Contest
Scoring Sheet

Scored by _____ Team _____

Team Members _____

Representing _____ Club.

THE SALESPERSON	TOTAL POINTS POSSIBLE	SALE #1	SALE #2	SALE #3	SALE #4	SALE #5
...approached correctly for the selling situation	10					
...used an appropriate greeting	10					
...was groomed and dressed correctly	10					
...spoke distinctly and clearly	10					
...was able to determine what was needed or wanted	10					
...showed the merchandise to best advantage	10					
...was interested in the customer's problem	10					
...met customer objections properly	10					
...demonstrated the merchan- dise satisfactorily	10					
...had and used sufficient merchandise information	10					
...used 'selling points' to best advantage	10					
...used 'suggestion selling' properly	10					
...used an appropriate close	10					
...used correct or approved change making procedure	10					
...properly wrapped and pack- aged the merchandise	10					
...satisfied the customer's wants, needs, desires	10					
TOTAL	160					

PERFECT DEMONSTRATION 160 points

Exhibit "J"

JUDGES' RATING SHEET FOR DISPLAY

Points to be given (0) none, (1) poor, (2) good, (3) excellent.

1. Attractiveness

- a. Something moving in the window
- b. A colored background
- c. Attractive floor covering
- d. Background broken by curves or panels
- e. An original idea
- f. Fixtures
- g. Seasonal props (flowers, leaves, etc.)

Total possible points 21

2. Cleanliness

- a. Window clean
- b. Floor clean
- c. Background clean
- d. Valence clean
- e. Props clean and fresh
- f. Fixtures clean and fresh
- g. Merchandise clean and well pressed

Total possible points 21

3. Arrangement

- a. Window not too empty
- b. Window not too full
- c. No merchandise laid on floor
- d. Main items stand out
- e. Props help show off merchandise
- f. No clashes in color

Total possible points 21

4. Selling Power

- a. Background and props are seasonable
- b. Selling points are stressed
- c. Show cards are clever and good
- d. Dealer helps are used
- e. Props do not overshadow merchandise
- f. Related merchandise is used

Total possible points 18

5. Lighting

- a. Lighting fixtures are hidden
- b. Light fixtures are clean
- c. Some spotlights are used

Total possible points

9

6. Technical ability of decorator

- a. Idea is clever
- b. Items are well folded or draped
- c. No pins, buttons, or loose ends in sight
- d. Props and fixtures are clever
- e. Colors are well chosen
- f. The merchandise appears naturally or as it is used
- g. The window has a "finished" look

Total possible points

21

SOME PHASES OF REIMBURSABLE PART-TIME
DISTRIBUTIVE OCCUPATIONAL EDUCATION
IN KANSAS WITH SOME SPECIAL STUDY
OF THE SALINA PROGRAM

by

OWEN E. HODGSON

B. S., Kansas State Teachers College
Pittsburg, Kansas, 1925

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1953

Purposes:

1. To assemble briefly and present the historical facts pertaining to reimbursable part-time distributive education in Kansas.
2. To give some implications for guidance as gleaned from this study.
3. To present possible relationships between reimbursable part-time distributive occupational education and the Life Adjustment Program.
4. To present some of the present practices and results of reimbursable part-time distributive occupational education in Kansas.
5. To follow up with a study of a representative group of graduates of the D-E program from Salina Senior High School, Salina, Kansas.

Procedure:

1. Reviewed the literature bearing on reimbursable part-time distributive occupational education, especially as it pertained to its historical aspects.
2. Searched certain records and reports of the Kansas State Vocational Education Department and of the Co-ordinator's reports from Salina Senior High.
3. Accumulated by questionnaires information from all co-ordinators and from all administrators in Kansas schools now having a D-E program; and also by questionnaires sent to selected graduates of the Salina D-E program.

4. Interviewed all principals of schools where the D-E program had been discontinued during the years, 1951-1952 and 1952-1953.

Findings:

1. Some form of occupational education is found in all ages of history.
2. Distributive education, as we know it, is of comparatively recent origin.
3. Distributive education was aided by the United States Congress through enactment of the Smith-Hughes Act, 1917, the George-Dean Act, 1936, and the George-Barden Act, 1946.
4. The first reimbursable part-time distributive occupational education program in a Kansas secondary school was in Topeka in 1941-1942.
5. The D-E program showed a steady growth in Kansas secondary schools, except for a decline during World War II, until the year, 1950-1951.
6. Eleven secondary schools in Kansas have D-E programs in the year, 1952-1953.
7. It appeared that the D-E program had been most successful in schools in cities of over 5000 population in Kansas.
8. In some cities of under 5000 population successful "mixed" programs had been carried on. More study is needed before it can be stated that a "mixed" program would be successful in smaller cities.

9. The D-E program is closely related to some aspects of the Life Adjustment Program in Kansas.
10. The D-E program has some implications for the guidance program in Kansas schools.
11. Many of the practices in the D-E programs in Kansas secondary schools are common to each such school.
12. The Salina, Kansas D-E program is the largest in Kansas.
13. Salina Senior High D-E graduates and Salina businessmen feel that the D-E program meets essential needs of each.
14. The D-E program is designed to meet the economic-social-educational needs of youth.